

Pearson response to the Ofqual Consultation on GCSE, AS and A level Physical Education Conditions and Guidance

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Organisation details

Name

Lesley Davies

Position

Vice President, Quality, Standards and Research

Organisation name (if applicable)

Pearson

Address

190 High Holborn
London WC1V 7BH

Email

lesley.davies@pearson.com

Telephone

020 7190 4292

Would you like us to treat your response as confidential?*

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

Yes No

Is this a personal response or an official response on behalf of your organisation?*

Personal response (Please answer the question 'If you ticked 'Personal views'...)
 Official response (Please answer the question 'Type of responding organisation')

If you ticked 'Personal views' which of the following are you?

- Student
 Parent or carer
 Teacher (but responding in a personal capacity)
 Other, including general public (Please state below)

If you ticked "Official response from an organisation/group", please respond accordingly:

Type of responding organisation*

- Awarding organisation
- Local authority
- School or college (please answer the question below)
- Academy chain
- Private training provider
- University or other higher education institution
- Employer
- Other representative or interest group (please answer the question below)

School or college type

- Comprehensive or non-selective academy
- State selective or selective academy
- Independent
- Special school
- Further education college
- Sixth form college
- Other (please state below)

Type of representative group or interest group

- Group of awarding organisations
- Union
- Employer or business representative group
- Subject association or learned society
- Equality organisation or group
- School, college or teacher representative group
- Other (please state below)

Nation*

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country
- Non-EU country

How did you find out about this consultation?

- Our newsletter or another one of our communications
- Our website
- Internet search
- Other

May we contact you for further information?

- Yes No

Question 1

Do you have any comments on the draft Conditions for new physical education GCSEs?

(X) Yes () No

If yes, please provide them here:

Methods of marking

Section 1.8, on page 11, the first bullet point suggests two methods of marking the NEA - either the awarding organisation can mark the NEA or moderate schools' internal marking. This contradicts 1.25 first paragraph under marking of assessment (page 15) which suggests three marking methods are acceptable: (a) the awarding organisation, (b) a centre or (c) a combination of (a) and (b). Pearson is in agreement with 1.8 and 1.13 and therefore recommends that option (b) on page 15 under marking of assessment is removed.

Issues with quality of video recordings

Section 1.17 on page 12, the last sentence states '...require awarding organisations to obtain recordings of all performances they observe during live moderation'. There are some concerns as to how this will be applied to some activities e.g. swimming, where a centre is able to facilitate this for live moderation but unable to record students' performances due to the restriction of recording in venues e.g. public swimming areas. It is important to note that not all centres have access to private pools and there is also the issue about certain candidates not being able to be recorded e.g. on religious grounds, parents not consenting, those in social care/vulnerable/in protection.

Guidance needs to be given to Awarding Organisations on how activities that can be shown on moderation day but cannot be recorded e.g. swimming can be used for EAR purposes. Pearson recommends for such activities where a centre cannot record an activity on moderation day, if an EAR is requested then it would be based on the other activities seen and recorded on moderation day.

Page 4 and 5 last bullet point '... managing the particular risks associated with that approach.' It is important to note that it is difficult for awarding organisations and centres to manage risks of obtaining quality video evidence. Awarding organisations can provide centres guidance on what to record and how to record (the skills to be observed will be identified in the assessment criteria) to reduce the risk.

Clarity over responsibility for recording evidence

There is ambiguity around sections 1.22 and 1.23 on page 13 over who is

responsible for physically recording candidates' live performances. Pearson recommends it is made clear that the centre is responsible for all video recordings for the following reasons:

- To ensure the focus of the recording is on the students selected to be reviewed, planning will need to take place. Centres are better placed to do this, as they know who the candidates are that are being recorded.
- The additional presence of external personnel not directly involved with the moderation process, and who candidate are unfamiliar with, may put candidates under unnatural pressure therefore affecting the authenticity of performance. This might be ground for appeal or special consideration.
- In order to fulfil the requirement for Awarding Organisations to be responsible for recordings, Awarding Organisations would need to recruit additional personnel which would have an administrative and financial burden.
- Pearson recommends if centres are required to record moderation day we recommend a clause which allows centres the option not to record thus removing the right to request an EAR.

Section 1.8, on page 11, the second and third bullet point only refers to the Performance Assessment, there is no reference to the Performance Analysis Assessment. Pearson recommend adding another bullet point to include 'For the Performance Analysis Assessment, an awarding organisation must ensure that

- a) this is either a written and/or verbal presentation
- b) for the purpose of moderation there is sufficient evidence in either a written format or a complete audio-visual recording is made of the evidence.

Question 2

Do you have any comments on our draft assessment requirements for new physical education GCSEs?

Yes No

If yes, please provide them here:

There is lack of clarity on page 15 under marking of assessment as the last paragraph on page 15 only refers to the assessment of performance, there is nothing on the performance analysis assessment. Pearson recommends adding as stated above in question 1 in section 1.8 'In respect of the performance analysis assessment, an awarding organisations must ensure that:

- a) this is either a written and/or verbal presentation
- b) for the purpose of moderation there is sufficient evidence in either a written format or a complete audio-visual recording is made of the evidence.

The current internal assessment used requires external moderation as part of the assessment; which is not stated in this document. Pearson recommends adding 'All NEA should have the same requirement as stated in section 1.13 for the practical' also 'where there is internal assessment allowed, external moderation is made part of the assessment method. (Internally assessed **and** externally moderated/sampled)'.
Section 1.25 (b) under forms of non-examination assessment, the word 'Personal' should not be used as the analysis can be done on your own or on another's performance. It also contradicts AO4 (page 21) last bullet point under interpretations and definitions. Pearson recommends rewording section 1.25 (b) as '10 percent of the total marks available of the qualification are made available through a task which assesses a learners' ability to analyse and evaluate performance to make appropriate recommendations to bring about improvement in physical activity and sport (the 'Performance Analysis Assessment')'.

Question 3

Do you have any comments on our proposed change to the assessment objectives for new physical education GCSEs?

Yes No

If yes, please provide them here:

Question 4

Do you have any comments on the draft guidance on assessment objectives for new physical education GCSEs?

Yes No

Question 5

Do you have any comments on the draft Conditions for new physical education A levels and AS qualifications?

Yes No

If yes, please provide them here:

Section 2.7 (page 24) states ‘... a greater emphasis on theoretical content and analysis and evaluation performance, and less emphasis on performance itself.’ This is incorrect as the weighting of the qualification is 70% theory, 15% Performance and 15% Performance Analysis Assessment. Pearson suggest rewording this to ‘... a greater emphasis on theoretical content and equal emphasis on performance itself and analysis and evaluation of performance.’

Section 2.7 (page 24) the second bullet point, last sentence, states ‘...students may be assessed in the role of coach as well as the role of player/performer.’ This section is unclear and can cause confusion. Pearson suggests rewording this to ‘...students may be assessed in the role of a coach or in the role of player/performer’.

The third bullet point, second sentence, states ‘They must be tested in one of the sports...’ Pearson suggests removing the word ‘test’ and replacing with ‘assessed’.

So it reads ‘They must be assessed in one of the sports...’

In addition to the above, the issues raised in question 1 apply to the AS and A Level qualifications.

Question 6

Do you have any comments on the draft assessment requirements for physical education A levels and AS qualifications?

Yes No

If yes, please provide them here:

Please see our response to question 2 which applied to the A Level and AS qualifications

Question 7

Do you have any comments on our proposed change to the assessment objectives for new physical education A levels and AS qualifications?

Yes No

Question 8

Do you have any comments on the draft guidance on assessment objectives for new physical education A levels and AS qualifications?

Yes No

Question 9

We have not identified any ways in which the proposed requirements for new physical education GCSEs, A levels and AS qualifications would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified?

Yes No

Question 10

Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Yes No

Question 11

Have you any other comments on the impacts of the proposals on students who share a protected characteristics?

Yes No