

GCSE PE CAG Grades Timeline

Each lesson topic will have a recap of content and feature mini assessments

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	12 Apr	13 Apr Skeletal system	14 Apr	15 Apr Deadline for Grades Entry Muscular system	16 Apr
2	19 Apr	20 Apr Cardiovascular system	21 Apr	22 Apr Respiratory system	23 Apr
3	26 Apr	27 Apr Methods of training	28 Apr	29 Apr Deadline for Grades Monitoring 1 Principles of training	30 Apr
4	3 May	4 May Fitness testing	5 May	6 May Effects of exercise	7 May

5	10 May	11 May PED's	12 May	13 May Deadline for Grades Monitoring 2 Lifestyle choices	14 May
6	17 May	18 May Sedentary lifestyle	19 May	20 May Sports Psychology	21 May
7	24 May	25 May Socio-Cultural Influences	26 May	27 May HoF CAG grades Deadline	28 May
8	Half Term				
9	7 Jun SLT Validation	8 Jun	9 Jun	10 Jun	11 Jun Last Day for students
10	14 Jun SLT Validation	15 Jun	16 Jun	17 Jun	18 Jun Deadline for exam boards

Predicting Y11 GCSE PE Grades

The overall GCSE PE grade is made up of 60% theory exams, 30% practical assessment and 10% written coursework.

The theoretical exams include 2 exams with the largest exam out of 90 marks and the second exam slightly less at 70 marks. Students completed all but one small area of the theory content by February. The aspect that has not been taught will not hinder any student's performance should they continue their studies at A Level.

The practical assessment was adapted for the 2021 cohort with students being assessed in two chosen sports/activities instead of three with each activity worth up to 35 marks and 70 in total. Staff internally assess the students' practical performance throughout the course which is then moderated internally as well to confirm grades. The most recent practical assessment grades was March 2020 due to Covid restrictions.

The written coursework is based on a Personal Exercise Programme (PEP) and is out of 20 marks. The majority of this was completed prior to March 2020 and therefore a reasonable grade could be given and predicted.

Methods to produce final predicted grade

- Mini assessments and recap lessons – Frequent mini assessments to gain a snapshot of their ability to answer exam questions on a topic after a recap or revisit lesson. The students ATL within these lessons and ability to answer higher order thinking questions will also be considered. These mini assessments will be self and peer assessed but also monitored by myself and then placed in a folder as evidence of their work since 25th March 2021. Work completed in their books will also be considered as evidence and possibly placed in this folder.
- Grade descriptors – The grade descriptors produced by the JCQ will be used as an indicator of the level of work students are producing both from a theory perspective and practical performance. The assessments within lessons and quality of feedback throughout will be used in conjunction with the grade descriptors.
- Coursework PEP Marking Grid – This will be used to assess the current level of the coursework with only 3 of the 5 strands completed. A grade will be given using the descriptors to give an overall estimated mark for the PEP.
- Mock exam's – The most recent round of Mock's are the most up to date and most accurate grades we have for this cohort as they completed full paper Mocks. The most recent Mock exam was completed in November 2020. At this point the students hadn't completed all the course content, this was largely content missing from paper 2 and almost all content in paper 1 was completed. Performance in previous Mock exams may also be taken into consideration.
- Course assessment tracker – This is a very useful tool which we use to gain an overall grade combining the theory grades, practical assessment grades and PEP coursework. By inputting the data from all of these, the tracker uses previous grade boundaries to produce an overall grade of where students are working at. The tracker has got the most recent Mock grades in, it uses the maximum practical

grades they have achieved and PEP score. I will use the most recent Mock grade % from November. This will be used as a guide rather than a final piece of evidence to be used in conjunction with the grade descriptors

- ATL – I will use ATL within lessons and their ability to want to achieve more. How students enquire and ask for additional support and their perceived wanting to strive for their best possible grades. This is often linked to choice of tasks and the depth they are willing to go into to answer extensive questions properly as opposed to completing just the basic expectations.
- Interventions – The attendance data from P6 sessions, were the students attending P6 frequently and responding during the additional sessions? Were students completing homework or any other additional work? By looking at any interventions and the students response to this, we can gauge how much the students would've been engaging in revision sessions leading up to the final exams and whether they would've been fully committed to improving their grades.
- Attendance/classroom lessons – Use of judgement on students attending lessons. Know the students who were poor attenders due to a variety of reasons and therefore missing lessons and large chunks of theoretical knowledge. Use of judgement on classroom activities that students were engaging in during lessons, if students are completing Challenge tasks and more high order thinking questions to expand their knowledge