

A Level Physical Education

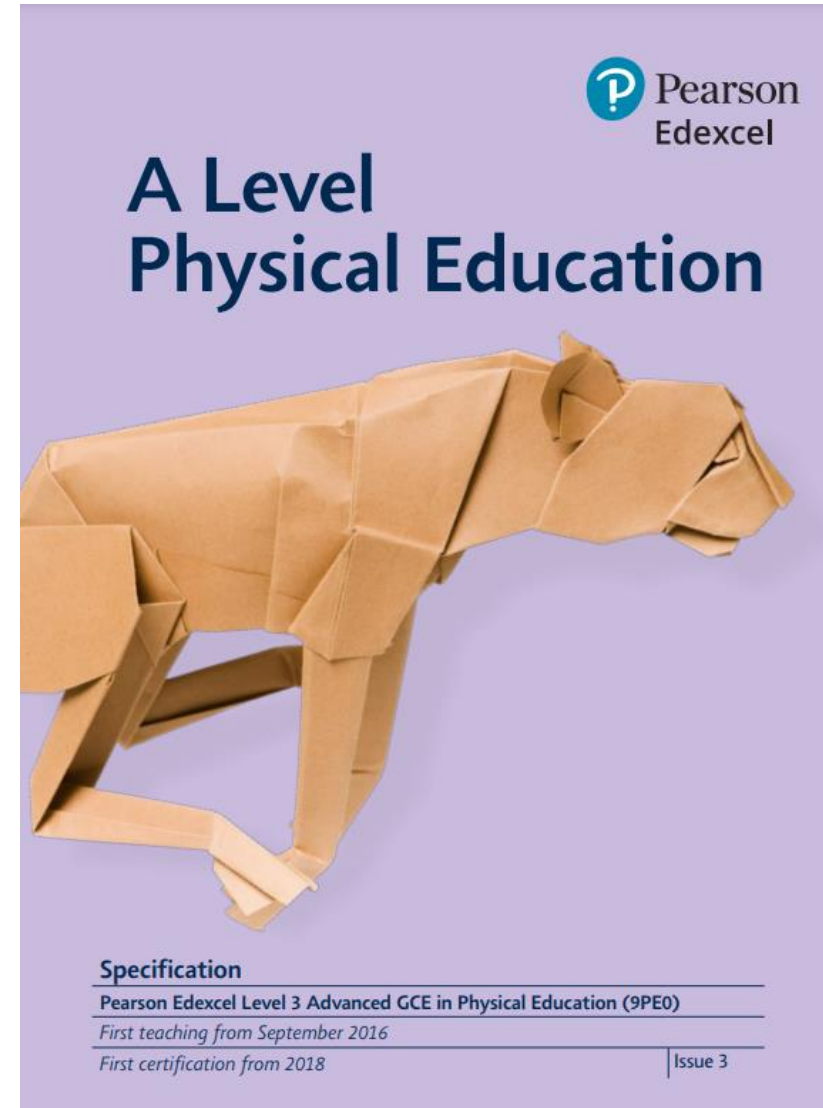
Preparing for Moderation



Welcome

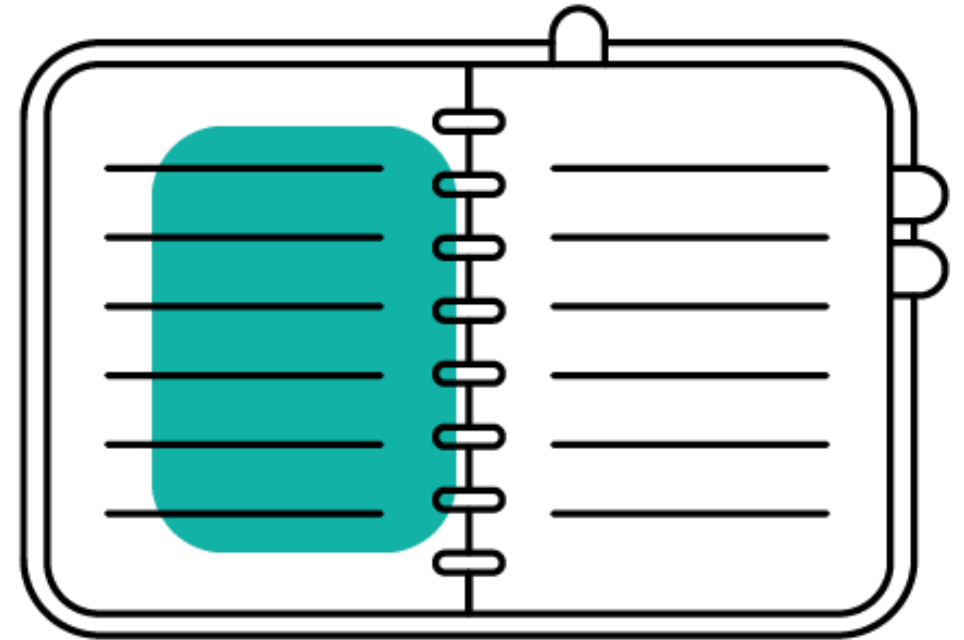
In this session we will be reviewing the following:

- requirements for Component 3
- preparing for moderation
- best practice for submission of video evidence
- overview of arrangements for Component 4
- live Q&A.



Agenda

- 16.00 Overview of specification structure – context
- 16.10 Moderation and accurate assessments
- 16.30 Getting video evidence right
- 16.40 Examples of recorded evidence
- 17.10 Comfort break (five minutes)
- 17.15 Overview of Component 4 moderation
- 17.30 Questions and answers
- 17.55 Concluding remarks and finish



Overview



Overview of A Level specification

Component	Content	Assessment
Component 1: Scientific Principles of Physical Education	<ul style="list-style-type: none">• Applied anatomy and physiology• Exercise physiology• Applied movement analysis	2 hours and 30 minutes 140 marks 40%
Component 2: Psychological and Social Principles of Physical Education	<ul style="list-style-type: none">• Skill acquisition• Sport psychology• Sport and society	2 hours 100 marks 30%
Component 3: Practical Performance	<ul style="list-style-type: none">• Skills performed as a player/performer	40 marks 15%
Component 4: Performance Analysis and Performance Development Programme	<ul style="list-style-type: none">• Performance analysis• Performance Development Programme (PDP)	40 marks 15%

Non-Examined Assessments

NEA worth 30%:

15%

Practical performance in **one** activity as player/performer or coach drawn from the list of activities.

15%

Analysis and evaluation of a performance to bring about personal improvement in physical activity and sport.

Component 3: Practical Performance

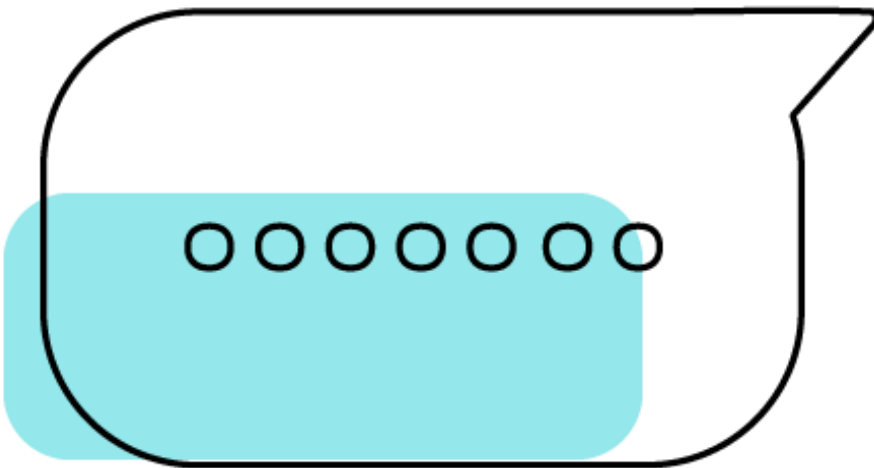
- Part of the non-examined assessment and worth 15% of the qualification, 40 marks.
- One physical activity as a player/performer **OR** one physical activity as a coach.
- Assessed against set assessment criteria, which can be found in the Practical Performance Assessment Criteria.
- Separate assessment criteria for each physical activity.
- Generic assessment criteria are on pages 31–41 of this specification.

Key Points Relating to Practical Component

- Suggested minimum learning hours is 54 hours over the two years.
- Formal assessment of activities can take place at any time during the course.
- Centre marks subject to external moderation.
- Individual activity assessment details can be found in the Practical Performance Assessment Guide.
- Ensure candidate has opted for the right activity / role.
- Candidates participate in both conditioned practices and a competitive setting to meet the criteria for assessment.

The Challenge of Delivering and Monitoring Practical Work

- Unlike GCSE, few centres can deliver courses in the practical work due to demands of theory content and the range of practical work undertaken.
- How then, can centres best support students in pursuit of the practical work?



Use the chat box to note down ideas to share with other delegates and trainer.

Supporting Practical Work

- Identified lessons for individual / group practice and to assess progress
- Make school facilities available at set times
- Involvement in school / community clubs and teams
- Registers of where / when practices and performances take place
- Mentoring programme
- Additional staff / interest
- Diary of training and performances
- Performance reviews
- Students' self-assessment
- Performance improvement plan
- Performance observations / portfolios

Preparing for Moderation

- Option:
 - live moderation or
 - submit recorded evidence
- Internal standardisation process is key to accuracy
- Early and regular communication with visiting moderator

Essentials of accurate centre marking

- Get to know the specification, assessment criteria and the forms to be used.
- Familiarisation with the material available from the Pearson Edexcel website.
- Moderate internally – blind marking is encouraged.
- Rank order the candidates – make sure marks awarded reflect this.
- Seek the views of trusted club coaches and teachers with expertise outside the PE department – but make sure they understand the criteria and level of demand.
- Provide opportunities for peer and self-assessment.

Live Moderation

- Timetable shared with moderator early.
- Use community facilities if necessary.
- Have a practice moderation day.
- Conditioned practices should be both differentiated and sufficiently demanding.
- Use best available non-assessed players to make up numbers for team games or to stretch racquet sports players.
- Have a contingency plan for bad weather or missing players.
- Have authentication forms signed and available.

Recording Performances for Submitting Evidence and Potential Review of Moderated Mark

- Centres which do not record performances on the moderation day will not be able to request an RoMM (Reviews of Marking and Moderation).
- Guidelines for good practice are detailed in the specification in appendix 5.
- Consider other sources of expertise to help with recording.
- Video evidence should be unedited – not a highlights reel.
- Get the basics right: battery / camera / sound checks; back-up recording with key details.
- After recording upload footage onto digital platform.

What to Expect From the Moderator?

- Early contact and introduction.
- Prompt responses to suggestions about dates.
- Ease of and effective communication throughout the process.
- Advice to centre about the moderation process if uncertainties arise.
- Confirmation of sampling arrangements and key dates.
- Helpful feedback about the moderation day and accuracy of assessment via an E9 report.
- In short, a thoroughly professional service throughout.
- But moderators cannot inform centre of marks awarded on the day.

Best Practice for Filming Practical Work (I)

- High quality evidence takes time – plan and practice.
- Do not rely wholly on smart phone footage or students' own recordings.
- Consider using two cameras to improve range of material – use a camcorder (and tripod) if possible.
- Film at high frame rates and shutter speed.
- Go high if possible.
- Body cams (like *Go Pro*) can help in certain sports.
- 'Player Cam' footage for some of the team sports evidence.
- If you ever lose the play, zoom out wider until you find it, then zoom in again. Always try to zoom slowly.
- Footage should be unedited, not a highlights reel.

Best Practice for Filming Practical Work (II)

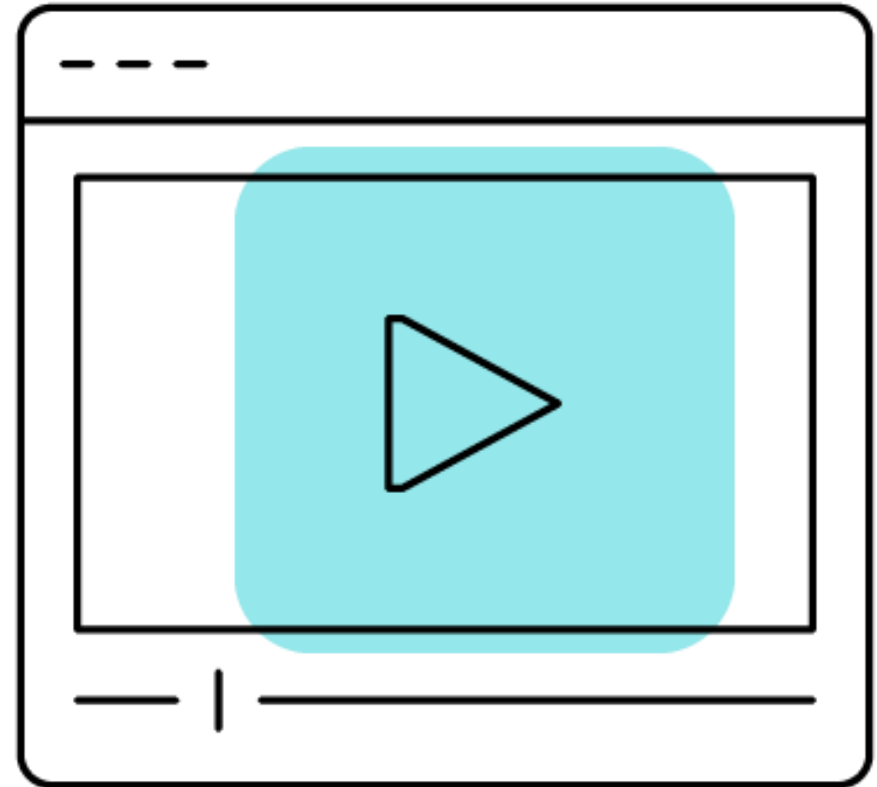
- Candidates to introduce themselves to camera with name, candidate / centre numbers.
- Clearly identified shirt / bib colour and number.
- Conditioned practices and competitive / formal performances must be included.
- For coaches combine wide angled shots of performers and close-in shots of the coach. Make sure the coach is wearing a mic.
- For activities with multiple candidates try to have one camera for the whole match / activity and dedicated cameras on each candidate. If not possible, optimise the camera location.

Examples of recorded evidence



Examples of Recorded Evidence

- Three clips of evidence from different sports.
- For each, use the chat box to comment on strengths and weaknesses of the footage.



Hockey

- Centre and candidate details provided.
- Structured practices and competition elements provided.
- Identity of candidate helped by the use of the 'red star'.
- Captions used for the practices to indicate nature of drill.
- Appropriate level of demand.

But...

- Some of the action a long way from the camera (a camcorder with a zoom might help here).
- Some footage impaired by camera-shake.



800 Metres

- Formal competition included.
- Unobstructed view of the candidate.
- Pace judgement / running style can be observed.

But...

- No details of candidate or centre..
- No structured practices
- Unable to assess ability of candidate to react to other athletes – tactical dimension of performance missing.
- Did we see the very best performance?



Handball

- Candidate introduction.
- Appropriate practices and conditioned scrimmages.
- No need for edited footage.
- Full competitive match included.
- Appropriate footage, however, how could it have been improved?

https://www.youtube.com/watch?v=p_S2KCbOfHA

Overview of Component 4



Overview of Component 4: Performance Development Programme – Key Issues

- Encourage candidates to use contemporary / sport-specific fitness tests.
- Refer to peer / elite athlete populations not just normative data for analysis.
- Tactical and technical sections need analysis focus.
- Choice of training methods need science / research.
- Ensure even allocation of words across each task.
- Writing must be concise and succinct – candidates must not waste words on irrelevant material.
- Adhere to the word count limit of 3500



Questions and Answers

Support

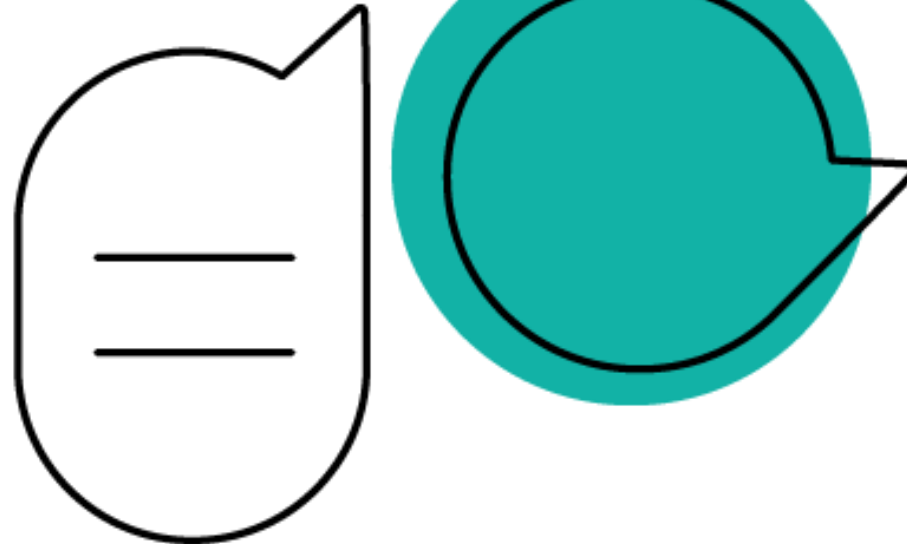


Considering Delivery Strategies and Sharing Best Practice

Teaching Strategies



Resources



Technology

Expanded Exemplar Support

From January 2025, the Pearson Edexcel qualification page for GCSE Physical Education will see the addition of a new **Exemplar Library**, which can be found in the top blue ribbon (see right).

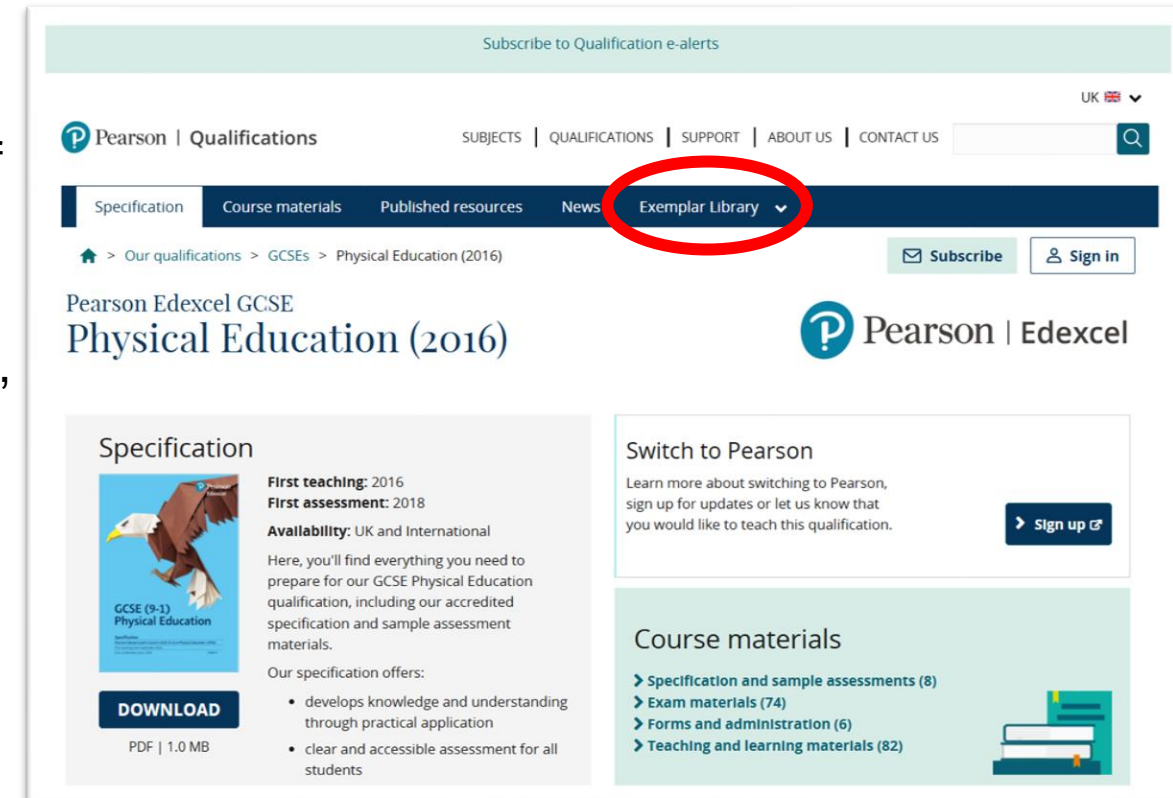
- **Component 03** including; team games, racket sports, artistic sports, outdoor sports, individual sports, and athletics.

[Team Activity](#)

[Individual Activity](#)

- **Component 04** covering a wide range of sports and activities.

[Levels 0 to 5](#)



These libraries will be expanded regularly to include each year's standardisation materials, improved examples of evidence, and newly sourced materials to fill any gaps.

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Physical Education

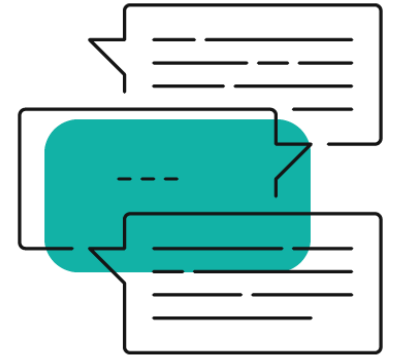
Email: teachingpeandsport@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

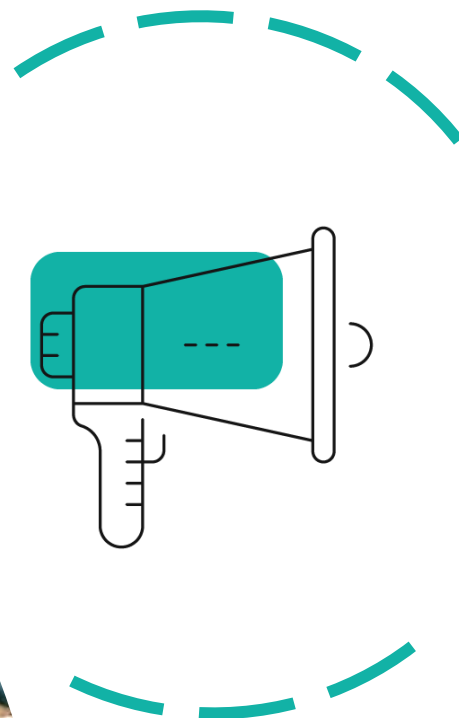
Penny Lewis
Physical Education and Sport



Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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