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Moderators' Report/ Principal Moderator Feedback

Summer 2017

Pearson Edexcel GCE
In Physical Education 8PE0 03



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This report reviews the moderation of coursework tasks for the examination series 2017. Work for this series has been submitted for the purposes of external moderation through CD Rom, hard copy or live moderation.

Centres are thanked for the efficient administration of this examination series, the first in the life of the 2016 specification.

General Comments:

Centres commented that they have welcomed the reduced coursework demands for the analysis of performance task and the focus on just one performance in the practical component.

There were very few reported problems with visits, administration or deadlines for the submission of work, although the videoing of practical work needs further consideration for next year.

Component 8PE03: Practical Performance

Practical performances now have to be selected from a list of specified activities. The quality of performances ranged from good to outstanding. Moderators reported that marking was accurate overall and in line with national standards. Moderators also commented that the attitude and enthusiasm of the candidates and of peers, who were supporting them, was exceptional.

Moderators at live moderation days commented on well organised events with motivated candidates who were determined to do well, and centres providing high quality practical sessions.

Most candidates offered the performer role. Centres are reminded that candidates may choose to be assessed as a coach; this may be more suitable for some.

Some centres opted to video the practical work so that it could be offered as evidence should the centre request a review of marks post-moderation.

Feedback from moderators indicated that events were consistently well structured. Practical sessions were commensurate with the range of abilities to be observed and were designed to enable candidates the opportunity to demonstrate skills in both a formal setting and, when necessary, under the pressure of opposed scenarios.

Few candidates were awarded maximum marks with most awarded in mark bands two and three. Moderators reported accurate marking overall, although in a few cases the very best candidates were slightly under-marked.

Moderators reported that for certain sports, such as rugby, it proved difficult to observe performances in the full game setting because of a lack of numbers. In these circumstances, centres should provide video evidence to support this element of the assessment. Advice and guidelines regarding how best to record this aspect of the submission, may be found in the specification and through training opportunities provided by Pearson.

A number of centres opted to video evidence. When this was done well, candidates were identified clearly and the video provided clear and unobstructed action of the candidate performing. A suitable range of skills was provided and the candidate was readily identified in the match situation.

However, some of the video evidence was of an indifferent quality and, in a number of instances, did not support the marks awarded by the centre. Moderators reported that in some of the video material candidates could not be identified clearly, that the recordings were not of sufficient length, and that the level of performances observed did not support the centre's marks.

Because moderators based their judgements on the evidence provided, centres need to consider the guidance provided in the specification and the guidelines provided by Pearson.