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Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel Advanced Level  
In Physical Education (9PE0)  
Paper 03 Practical Performance

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## General Comments

There was an increase in live moderation visits this exam series that were well organised and structured. Many centres adopted a combination of live performances and digital evidence. For example, the skills and techniques in conditioned practices were often shown live, with some candidates opting to have the formal/competitive situation moderated in digital format. This flexible approach can provide candidates with an opportunity to demonstrate their performances in an environment that assists the justification of the marks awarded. Where live moderations were conducted, Moderators commented on the pleasant and enthusiastic environment which the centres created, with candidates being extremely motivated to perform.

Moderators commented that the performances were generally assessed accurately by centres, with most of the marks ranging from Level 3 (Good) to Level 5 (Outstanding). However, there was a slight increase in the leniency of assessed marks by centres in comparison to previous series, which was seen mostly with marks in Level 5. Where this occurred, it was mainly due to the quality of the drills and practices being too static or missing from the evidence altogether. Page 31 of the specification states: ***Students will be assessed on the quality of appropriate skills, techniques and decision-making processes under pressure, to meet the challenges of conditioned practice and a formal/competitive situation.*** Although the quality of the conditioned practices did improve for some centres, it is important to remind all teacher assessors to ensure practices are dynamic, progressive and an element of challenge is added to not only differentiate the candidates, but to showcase skills and techniques that may not always be present in every performance. For example, a high-level rugby centre may not always be able to demonstrate their attacking skills depending on the nature of the game, therefore showcasing these skills in appropriate conditioned practices will help to highlight the candidate's ability in order to justify marks awarded.

For individual sports like skiing, selecting the appropriate skills for the level of the candidate is also important. For example, a level 4/5 skier would be encouraged to show more advanced skills like carving, short turns at pace and technique through moguls as examples as opposed to selecting skills such as carrying skies, or getting on/off a lift.

A wide range of activities was seen once again with most popular activities being football, netball and rugby union, although there was an increase in numbers performing in basketball, skiing, dance and swimming.

## Recorded evidence

The quality of the recorded evidence submitted for moderation has improved from previous series, where it was evident that some centres had increased the use of filming devices such as VEO and Hudl for games activities especially. However, there were still some issues with some of the recorded evidence, mainly when filmed from too far away

without using the zoom function or when not filmed from a slightly higher vantage point.

It was pleasing to see more centres use a commentary, timeline or annotation on screen to assist moderators in identification, with the vast majority of evidence also including a candidate introduction at the start. Some centres are still sending edited video's of competitive game situations and sometimes using multiple games as evidence. Centres are reminded that edited footage and highlights are not acceptable forms of evidence and only one competitive game/situation is required for this element of the assessment.

Activities such as cycling and cross-country have proven to be difficult to gather appropriate filming in the past, although this series saw the increased use of Go-Pro cameras or a camera from another person(s) involved in the assessment process which followed the performance through the event.

As mentioned earlier, the footage available for competitive situations was generally very good with the only weakness being the choice of opponent for activities such as tennis and basketball. Candidates need to be able to show themselves at their best that justifies the mark awarded and this is difficult if they are not challenged by their opponents.

### **Coaching**

The vast majority of candidates are assessed as a player/performer with very few as a coach. Where coaches were moderated, the level of attainment had improved compared to previous series, and candidates are now providing structured sessions with a clear aim as well as applying their coaching skills into a formal/competitive situation. One area for improvement that links to the final point in the assessment criteria, is to provide greater self-reflection at the end of the evidence that considers and evaluates their coaching and areas for personal improvement.

### **Overall**

Where evidence was submitted via the Learner Work Transfer (LWT) platform on Edexcel Online, there were very few reports of issues linked to uploading work, although uploading closer to the deadline did cause this process to slow down. There was some confusion about the practical deadline and this should not be confused with the Component 4 deadline date. For the practical component, the 5th May is the deadline (Component 4 is the 15th May). Please ensure all marks for a digital moderation are uploaded to Edexcel Online 15 days prior to the 5th May (20th April) to meet the required dates for the moderation process.

Centres are reminded that no matter the cohort size, live moderations for both home-based and international centres can be requested as there is no minimum number required.

Moderators commented on the efficient administration and communication from centre staff throughout the process. Centres are

thanked for the hard work and commitment for the high-quality work that was observed.

I hope that this report provides enough detail and is effective in helping organise assessment process and to increase attainment for future series.

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