



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Publications Code 9PE0_03_2506_ER

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Component 9PE0_03: Practical Performance

There continues to be an increase in live moderation visits that utilise both live performances and digital evidence to cover all aspects of the assessment criteria (conditioned practices and a full competitive performance). Moderators commented that most visits were very well organised, and candidates were motivated and keen to showcase their skills and level of ability.

Candidates, overall, demonstrated appropriate standards of performance across most practical assessments, reflecting the development of advanced technical skills, tactical understanding, and consistent application of decision-making under formal, competitive conditions. Their performances showcased a clear commitment to their chosen activities, underpinned by effective sport-specific knowledge. Both centre staff and candidates are generally aware of the levels of control, fluency, and precision required, with many performances demonstrating the candidate's ability to adapt their skills to the demands of pressurised practices and gameplay.

Once again, Moderators commented that performances were generally assessed with accuracy by centres, with 76% of the marks being awarded within Levels 4 (Very Good) and Level 5 (Outstanding). Last academic year, there was a decrease in agreement between centres and Moderators; however, this year standards increased with regards to the accurate application of the assessment criteria and were back in line with 2023 standards.

Although, evidence presented to the Moderators has improved, for both live and digital methods, there are still some centres using static and less demanding drills and practices, which can affect the quality of performance. 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 goal shooter in netball 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 to justify marks awarded.

The usual team sports like football, netball and rugby union continue to dominate the activities entered for assessment, however, we also continue to see an increase in entries for dance, swimming, athletics, gymnastics, windsurfing and rock climbing, which is pleasing to see.

Recorded evidence

The quality of the recorded evidence submitted for moderation continues to improve every series with the increasing technological advancements. Most activities that were recorded, are filmed at a higher vantage point from an appropriate distance; however, there are some issues where stationary cameras are set up that are either not high enough to see all the action or at ground level, making it difficult to see the full application of skills, techniques and tactics throughout a performance. This was mainly seen for indoor sports like badminton or table tennis when the centre tried to capture multiple candidates in one filming session.

It was beneficial to see centres use a commentary, storyboard/timeline or annotation on screen to assist moderators with identifying candidates and elements of the criteria they deem to have met. However, some centres are still sending edited videos 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 aspect of the assessment.

A minority of centres are still submitting an extensive number of files on Learner Work Transfer (LWT), which does slow down the moderation process. It would be more beneficial if centres could consider just uploading a maximum of two video files (although one file with everything is ideal), one for conditioned practices and one for the competitive aspect.

Coaching

Most candidates are assessed as a player/performer, although there was an increase in coaching submissions this series. The evidence presented has improved, where candidates quite often present their aim with a pre-session briefing to the individual or group, followed by a structured and progressive session. There seems to be a more positive emphasis on progress and achieving a target within the sessions as opposed to just setting up drills, which was often seen a few series ago.

Some coaches still need to demonstrate their coaching attributes in a more formal/competitive situation, as opposed to just a coaching session; however, in contrast to the last series, the level of feedback and self-reflection demonstrated more insightful considerations of the areas for personal improvement as a coach.

Overall

Where evidence was submitted via the 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, as in the last series.

Moderators commented on the efficient administration and communication from centre staff throughout the process and are thanked for the quick return of the ICQ during the initial contact, which helps to establish the mode of moderation and dates of potential visits. Centres are thanked for their hard work and commitment to the high-quality work that was observed.

Centres are reminded once again 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.

For information, important practical moderation dates are outlined below:

- Moderation window:
 - Overseas centres: 1st February - 5th May
 - UK-based centres: 1st March - 5th May
- Final teacher-assessed marks need to be entered into www.edexcelonline.com, 15 days prior to a moderation visit. For digital centres, the deadline is the 20th of April.

Thank you once again for a successful series, and I hope the comments mentioned above assist, in a positive way, to future assessments and planning.