

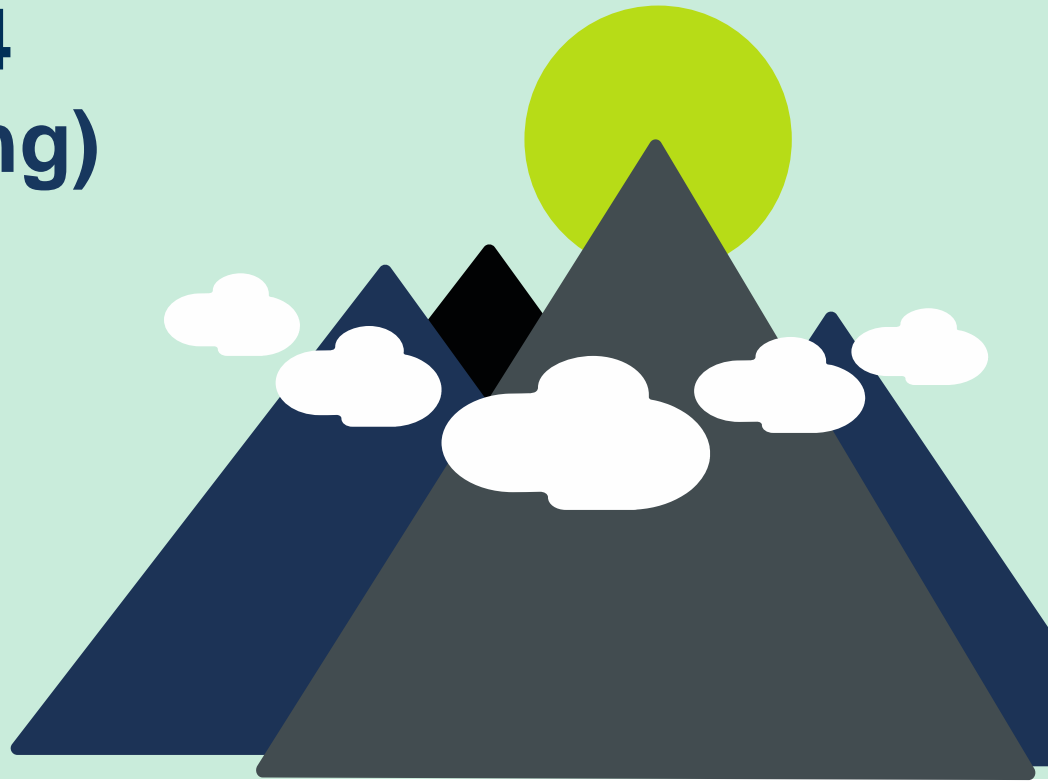
Pearson Edexcel

GCSE Physical Education

Pearson Edexcel GCSE (9-1) Physical Education: Feedback on Summer 2022 - Components 3 and 4 (Pre-recorded training)

First teaching in 2016

First assessment 2018



Aims

- Review of Assessment Objectives of the specification for each component.
- Receive feedback on national performance of candidates in Components 3 and 4 from the summer 2022 examination series.
- Overview of the components with examples of good performances/responses from Component 3 and 4.
- Provide guidance and advice for Summer 2023.
- Outline further support and resources that are available to centres.

Physical Education (1PE0)

Component 3: Practical Performance



Assessment Overview

Content	Assessment	Structure of Assessment
<p>Students will be required to perform in three different physical activities in the role of player/performer.</p> <p>For each physical activity, students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure.</p>	<p>Component 3 is worth 30% of the total marks of the qualification.</p> <p>The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice.</p> <p>Students must participate in three separate activities.</p>	<p>The practical performances are internally assessed by the Teacher Assessors and externally assessed by Pearson through the moderation process.</p>

Overview of the 2022 moderation series

- Centres are congratulated for their hard work during the moderation process after a two-year break from normal procedures.
- There was a reduction in the number of activities that were moderated, and the number of candidate performances being moderated.
- Marking was generally accurate for both elements of the assessment criteria.
- The most popular activities offered this series were: football, netball, badminton, table tennis, swimming, athletics, trampolining and handball.
- Increase in the number of video submissions.

Performance of candidates in the skills in isolation

- The majority of centres were able to provide adequate evidence of the skills in isolation.
- However, too many centres are still showing static and simple type practices.
- Those who can access marks in the higher-level mark bands must show skills that are more complex as well as being more pressured, contextual, and demanding.
- Best evidence of skills in isolation were seen when multiple skills or combinations of skills were required in a more conditioned practice.
- Centres should be aware at the hierarchical list of skills for some activity's assessment criteria.

Performance of candidates in the competitive element

- Most centres were able to provide an opportunity for their candidates to perform in a formal/competitive situation.
- There were a few issues relating to what constitutes a formal/competitive situation.
- However, some individual activities need to ensure that there is a competitive race/event against other opponents.
- Centres are encouraged to ensure all competitive settings are officiated properly.
- The 'skills isolation' assessment must be separate from the 'competitive' element.

Video Evidence

- Live visits returned for UK-based centres although all centres could submit their evidence as a video submission if preferred.
- Some centres conducted live moderations with video evidence as well.
- Video evidence is getting better but there are still issues with some evidence submitted.

Administration

- Good communication between centres and Moderators.
- DLWT portal on the whole worked well, although there were some frustrations.
- Still some clerical errors
- Please read the NEA documents

Advice for 2023

- Remember- students will now be assessed on **three** activities this series
- The moderation process will now revert back to 30 performances covering at least 60% of the activities assessed by the centre.
- Look to implement internal standardisation.
- Use inter and intra school competitions.
- Decide on each students form of evidence early to help manage internal assessment.

Physical Education (1PE0)

Component 4: Personal Exercise Programme (PEP)



Assessment Overview

Content	Assessment	Structure of Assessment
<p>Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. Students may choose one of their activities offered in Component 3 or they may choose another activity from the same list.</p> <p>The areas of content covered are:</p> <ul style="list-style-type: none">• aim and planning analysis• carrying out and monitoring their PEP• evaluation of data and programme.	<p>Component 4 is worth 10% of the total marks of the qualification</p> <p>The PEP is marked out of 20 marks</p>	<p>The PEP is internally assessed by the Teacher Assessors and externally assessed by Pearson through the moderation process.</p>

Overview of the 2022 moderation series

- Big improvement of standards from 2019.
- Still candidates establishing aims before any analysis of fitness and performance.
- Candidates using performance data more frequently to justify aims and progress.
- The structure of the PEP's have improved.
- Candidates are now linking more of the knowledge they have learnt from the exam units to the practical application of training.

Performance of candidates in strand 1

- Improved introductions to the task with some candidates now adding a physiological overview of their chosen activities that helps to justify the fitness tests used, instead of completing a whole generic fitness test battery.
- Still pre-determined aims prior to any analysis.
- PEP's tended to be structured better when performance aspects were analysed and the data included within the main task.
- Include raw data, tables and graphs in the main section of the task as it is not counted towards the overall word count

Performance of candidates in strand 2

- This strand was mixed with some candidates scoring lower marks when a lot of information was placed in the appendix and not referred to.
- SMART targets tended to be too descriptive, although higher marked tasks included specific and measurable targets for both fitness and performance.
- Training method(s) selection was appropriate on most occasions, although some candidates selected too many.
- A lack of application of the principles to training, especially with regards to specific intensity levels.

Performance of candidates in strand 3

- Collection of post-fitness data was included in most tasks, although evaluation of data needs to improve for some centres.
- No need to re-test the whole fitness test battery.
- Some tasks still lack performance data to help justify progress and rely on subjective comments instead.
- Centres are encouraged to include all tables of data and graphs within the main section of the PEP.

Performance of candidates in strand 4

- Like with strand 2, performance in this strand was mixed.
- Higher performing PEP's utilise data from their training logs to justify the effectiveness of their training.
- Future recommendations were completed well when the evidence provided supported the justifications.

Performance of candidates in strand 5

- Big improvement in coherence and structure of the PEP's.
- Use of the appendix is mixed and sometimes a detriment to overall structure and depth.
- Most centres adhering to the 1500 word-limit.
- A minority of centres using a template.

Key areas for development

- Include performance data at the start and the end of the PEP alongside fitness data.
- Improve depth of analysis and evaluations of strand 2 & 4.
- Continue to link and apply knowledge of Components 1 & 2- the PEP can provide candidates with a great revision tool.
- Use the resources of the website.

Strand	Level 1 Limited				Level 2 Some Attempts				Level 3 Good				Level 4 Very Good				Level 5 Excellent			
1.	Collect initial fitness and performance data: pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidates' selected sporting performance whilst also collecting performance related data that allows the possibility of realistic and measurable improvement. Interpret and analyse initial fitness test results for performance: using appropriate data (which must be from initial fitness test results and could also consider initial performance data gathered)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited or little interpretation of fitness test results using some data.				Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis.				Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis.				Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis.				Excellent and thorough interpretation and analysis of fitness test results using appropriate data.			
2.	Select and justify a component of fitness: (weakness to improve) with statement of aim(s) intrinsically linked to bring about the best improvement in the candidates selected element of their sporting performance . Application of SMART targets: linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidates selected element of their sporting performance. Select and justify a training method: an appropriate method of training to achieve the aim to improve the candidate's component of fitness choice. Reasons for its selection and starting training intensities must be justified making it clear why this is the best and most suitable method to use to improve their future performance . Application of principles of training: an explanation of how they initially intend to apply the relevant training principles to their selected training method to help them achieve their SMART targets. Adaptations to the training plan should be applied as the plan progresses and be influenced by the daily or weekly evaluations of the training sessions.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation (mainly descriptive) resulting in inappropriate selection of training method(s) and little application of SMART targets and principles of training to meet performance goal(s).				Some attempts at evaluation, with weak justification for training method(s) chosen, and attempts at applying SMART targets and principles of training to meet performance goal(s), with errors of judgement affecting the quality of the evaluation.				Good evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with some errors of judgement that have insignificant impact on the evaluation.				Evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with few errors of judgement not significantly affecting the evaluation.				Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s).			
3.	Collecting and drawing up post-PEP fitness test data: relevant fitness tests, and performance data as at the start of the PEP. Compare pre- and post-PEP fitness test results for performance: all data should demonstrate the differences in fitness levels and performance pre and post PEP. Justify differences in data: discuss reasons for any differences or similarities in the results and what the results mean in terms of the candidate's SMART targets. Show evidence which informs the discussion on results.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited comparison, interpretation and/or analysis of differences and/or similarities between fitness test results and little/no supporting evidence used, with many significant errors of judgement / inaccuracies.				Attempts to compare and interpret the fitness test results, with some differences and/or similarities analysed in places and some supporting evidence used, but with many errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed, and sufficient supporting evidence used, but with some errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed with satisfactory supporting evidence, but with some minor errors of judgment/inaccuracies.				Fitness tests results are compared and interpreted, and the differences and/or similarities identified and analysed, and reasons for them justified, with ample supporting evidence.			
4.	Evaluate application of: methods of training, SMART targets and principles of training Consideration as to whether the selected method of training; SMART targets and principles of training worked as intended should be discussed and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance . Training plans or record sheets should be referred to within the discussion. Recommendations: Based on their evaluation of these factors they should then be able to identify what aspects of their programme should be changed and be able to justify the recommendations that they state that will improve future training plans and performance.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendation for improving future training and performance.				Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendation for improving future training and performance, but with significant errors.				Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail/depth, and appropriate recommendation(s) to improve future training and performance.				Well-argued evaluation of the application of the method(s) of training, SMART goals and principles of training, in satisfactory detail and depth, with justified recommendations to improve future training and performance.				Sophisticated evaluation of the application of the method(s) of training, SMART goals and principles of training, in good detail and depth, with well justified recommendations to improve future training and performance.			
5.	Candidates must produce a succinct and coherently structured PEP which should be written as continuous prose. This means the planning (analysis) and evaluation sections should be covered with appropriate content and detail ; that appropriate, subject specific terminology should be used; and that the PEP is succinct enough to be within the 1500-word count .																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.				Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.				Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the piece.				Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.				Excellent coherence and structure, with appropriate terminology used consistently, with few <u>minor</u> , if any, errors.			

Essentials of accurate teacher assessments for 2023

- Get to know the specification, assessment criteria and the forms to be used.
- Become familiar with the material available from the Edexcel website.
- Moderate internally – blind marking is encouraged.
- Rank-order the candidates – make sure marks awarded reflect this.
- Share work with other centres – cross-referencing marks adds another layer of rigour.

Essentials of accurate teacher assessments for 2023 (cont.)

- Provide opportunities for peer and self assessment.
- 'Double-teaming' assessments can enhance accuracy
- Refer to the work to be marked with those available online.
- Learn from the E9 moderator report and the Principle Moderators report.

Additional Materials

Those undertaking the marking of Personal Exercise Programmes (PEPs) should be familiar with following documentation:

- [Specification \(issue 4\)](#)
- [Instructions to conduct NEA \(updated yearly\)](#)
- [PEP checklist](#)
- [PEP performance data examples](#)
- [PEP marking grid](#)
- [PEP exemplars and commentaries](#)
- [PEP scheme of work](#)
- [FAQ](#)
- [Past training content](#)

Your Subject Advisor

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