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## Script: Pre-recorded event

Event Code:	<b>1PE0-22P3</b>
Event Title:	Preparing to deliver Pearson's revised GCSE Physical Education specifications for first assessment in 2023

Slide No.	Script (verbatim)
Slide 1	Welcome to this pre-recorded session for preparing to deliver Pearson's revised GCSE Physical Education for first assessment in 2023.
Pronunciation	
Slide 2	<p>In this session we will</p> <ul style="list-style-type: none"><li>• Look at the changes to the qualification for first assessment in 2023.</li><li>• We will look at the changes and some SAMs.</li><li>• Deep dive on the changes to component 1 and 2 and some example questions and how to mark them.</li><li>• View some DVD footage and outline what good live and DVD footage looks like.</li><li>• Look at an exemplar PEP, mark it and then view some guidance to help candidates.</li></ul>
Pronunciation	SAMs – sample assessment materials
Slide 3	The session will last one hour, but can be paused at any time. There will be instances where you will be asked to pause the session and consult the mark schemes and assessment criteria's. After the session, it would be beneficial if principal examiner reports for all components were consulted. Reports provide in-depth feedback and analysis on all components. Principal examiner reports, question papers and mark schemes can be found with your pack of supporting material.
Pronunciation	
Slide 4	As part of our on-going review of our qualification, we decided to review and refine our GCSE PE qualification to best suit our centre's needs. We have consulted centres over the past few months through various surveys, focus groups and phone conversations to shape this revised qualification. We have listened and taken on board your



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	feedback and are now pleased to present to you our revised qualification for first assessment from summer 2023.
Slide 5	The changes for first assessment in 2023 are only related to components 1 and 2 the theory papers. Component 3 remains exactly the same with additional guidance provided regarding the expectations of component 4.
Slide 6	<p>To begin, let's review the assessment structure and some changes that were announced in July this year regarding component 1 and 2. The qualification has two examined papers. Paper 1 is worth 36 per cent and paper 2 is worth 24 per cent of the total qualification. The remaining 40 per cent is the non-examined assessment, referred to as NEA.</p> <p>There are a range of question types on each paper, from multiple choice questions through to extended open response questions. The use of data is also tested across both papers.</p> <p>Each paper is now split up into three sections A,B &amp; C and focuses on a particular topic from the specification.</p> <p>Each paper has had a ten mark reduction, with 1 AO1 mark and a nine mark question removed. Only paper 1 has had a reduction in time, now lasting one hour thirty minutes.</p> <p>It is also important to note that the only command word that will be used for each of the 9 mark extended questions will be evaluate across both paper 1 and paper 2.</p>
Pronunciation	NEA – stated as three separate letters. (Non examined assessment)
Slide 7	<p>Component 4 now includes an updated PEP specification to make it more accessible and easier to understand in relation to the requirements for areas of content covered in the student's work.</p> <p>A new checklist has been created (as a guide) to assist teachers and students with the type of content that needs to be included within the PEP as well as providing an example of the overall structure of the task.</p> <p>Performance Data examples have been created which outline examples of skills and practices learners could use when gathering performance data.</p> <p>New exemplars from our new principal moderator Dane Smith clearly outlining the standards across different levels</p> <p>Three self-paced modules c/w marking training event with a live online event with our Principal Moderation for Q&amp;A</p>



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Slide 8	<p>We will now take a look at some common themes between component 1 and 2.</p> <p>This slide shows the break down of question types for both paper 1 and paper 2.</p>
Pronunciation	
Slide 9	<p>Both exam papers will have multiple choice questions, short answer questions and longer answer questions. But the number of each question type will vary between the exam papers.</p> <p>Multiple choice questions will have four options; the candidate has to select the correct option. These question types tend to focus on recall of knowledge (AO1), although they can also assess application of knowledge, e.g. selecting the most appropriate training method for a particular sports person (AO2).</p> <p>Short answer questions require one word answers, e.g. labelling a component of the heart or a muscle. The command words associated with these types of questions tend to be state, label, identify, predict, complete.</p> <p>Longer answer questions will use different command words, e.g. describe, explain, examine, analyse and will be worth more marks.</p> <p>Examples of the three types of questions are shown on this slide.</p>
Pronunciation	
Slide 10	<p>The final question type is the extended response. These are the essay questions, where the candidate's quality of response is considered rather than simply how many correct statements are made.</p> <p>These questions assess three assessment objectives, knowledge, application and the ability to evaluate.</p> <p>There is now only one extended response question on each paper. Each worth 9 marks, a maximum of 3 marks for each assessment objective.</p> <p>Two examples of extended questions are shown on this slide. Question 12 coming under section C for component 1 and question 15 under section C for component 2.</p> <p>Questions are assessed in two ways. Points based mark schemes reward every appropriate point with a mark. Levels based mark schemes do reward correct content but the quality of the response is also considered in terms of how the knowledge is used in the response and applied to give logical, reasoned arguments to justify points being</p>



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	made. Extended responses are assessed through levels based mark schemes.
Pronunciation	
Slide 11	We are now going to have a closer look at component 1 using SAMs material and questions/responses from this year's examination paper.
Pronunciation	SAMs – sample assessment material
Slide 12	<p>This slide shows a sample question and two different responses on the left hand side with the mark scheme on the right of the slide.</p> <p>Example 1 gains 3 marks for this response, whereas example 2 only gains 1 mark as carry on playing was deemed too vague as no context was given. All marks highlighted on the slide.</p>
Slide 13	<p>This slide shows a 3 mark question from paper 1 2022. The question asks candidates to describe how to carry out the sit and reach test.</p> <p>It would be advisable now to view the response, pause the presentation to consult the mark scheme and formulate what score you think the answer was given out of a possible 3 marks. Then restart the presentation to see the mark total and where the marks were given.</p>
Pronunciation	MCQs – Multiple choice questions.
Slide 14	<p>The candidate gains 2 marks out of a possible 3 for this response.</p> <p>The first mark is awarded for sit down with legs straight with the second being awarded for reaching as far as you can. No marks awarded for record result as it needs to set measure from finger tips.</p>
Pronunciation	
Slide 15	<p>We will now take a look at an example from an extended answer question that meets the new structure as this question is on the topic physical training as will all extended answer questions within paper 1 from 2023 onwards.</p>
Slide 16	<p>Question 12 from paper 1 asked the candidates to evaluate the importance of three training methods in improving Mason's fitness to make him a better sprinter.</p> <p>Please view this slide and the next before pausing the presentation to formulate what score you think this response was awarded.</p>
Pronunciation	



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Slide 17	[DELEGATES SHOULD BE DIRECTED TO REVIEW THE SAMPLE RESPONSE USING THE PAPER 1 MARK SCHEME PROVIDED IN THE PACK]
Pronunciation	
Slide 18	<p>This is an example of a level 3 response and 9 marks. Each mark has been highlighted throughout this slide and the next one. The first paragraph relating to continuous training gains three marks. The first mark for stating that continuous training is constant 20 minutes or over is an AO1 statement. AO2 is awarded for the link between continuous training improving cardiovascular fitness. AO3 is awarded for the reference to this type of training being the least useful to a sprinter.</p> <p>The second paragraph regarding plyometric training has three relevant points. AO1 is credited for plyometric training involving jumping. Two AO2 statements are present, the first for developing power and the second for power allows them to have a quick start off the blocks. No AO3 statement is present in this paragraph.</p>
Pronunciation	
Slide 19	<p>The response gains further credit at the top of this slide for developing speed which is an AO2 statement. AO1 is achieved for the statement referring to sprinting and resting. The candidate gains an AO3 for interval training for stating speed is essential to be the quickest and win the race.</p> <p>If this was all the candidate had wrote they would have gained eight marks even though they had made nine points. This is due to the fact that the candidate wouldn't have included an AO3 statement relating to plyometrics rather making two AO2 statements. The candidate throughout the response made four AO2 statements but only 3 can be credited for each AO. This candidate however does go onto get the ninth mark as within the concluding paragraph the candidate states interval training and plyometric training is the most important as it is likely to improve sprint time gaining the third AO for plyometrics. This allows the candidate to gain full marks for this response.</p>
Pronunciation	
Slide 20	We are now going to have a closer look at component 2 using SAMs material and questions/responses from this year's examination paper.
Pronunciation	SAMs – sample assessment material



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Slide 21	This is an example question relating to section A for component 2 taken from SAMs material that is included within your pack. This question is split into two sections with both marks being at AO1 level for giving an example of a social benefit and correctly stating which health benefit increased self-esteem belongs to.
Pronunciation	SAMs – sample assessment material
Slide 22	<p>This question is taken from paper 2 May 2022 examination. Question paper, mark scheme and principle examiners report are all included within your pack.</p> <p>Candidates were asked to explain why concurrent feedback from the football coach could improve the performance of the football team. It would be advisable now to view the response, pause the presentation to consult the mark scheme and formulate what score you think the answer was given out of a possible 3 marks. Then restart the presentation to see the mark total and where the marks were given.</p>
Pronunciation	
Slide 23	The candidate gains the first marking point for correctly explaining concurrent feedback, happens during the game. The second mark is awarded for telling the goalkeeper to come off his line demonstrating how a coach can use it to improve performance. The third mark is awarded for stating that this allows them to catch it before opponent showing a linked expansion relating to performance.
Pronunciation	
Slide 24	Question 15 from paper 2 May 2022 asked the candidates to evaluate the three other personal factors which can negatively impact on an adult's participation in sport. Please now view this slide, pause the presentation to consult the mark scheme and formulate what score you think the answer was awarded out of a possible 9 marks. Then restart the presentation to see the mark total and where the marks were awarded.
Pronunciation	
Slide 25	This is an example of a level 3 response and 7 marks. Each mark has been highlighted throughout this slide. The first line contains three AO1 statements for referring to three personal factors. The candidate then makes two AO2 statements relating to disability. No credit has been awarded for his equipment can be expensive so stops them participating as the statement is not linked to the socio economic factor.



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	<p>The second paragraph relating to age gains an AO2 for less free time in adulthood. The last mark for this response is gained on the right hand side relating to the socio economic factor relating to the sport of golf.</p> <p>This response includes three AO1s, three AO2s and one AO3 gaining an overall mark of 7.</p> <p>It is very important to remember here that even if a candidates makes multiple AOs about the same area as in this response (2 AOs regarding disability) they can be awarded up to the maximum of 3 marks for an AO.</p>
Pronunciation	AO (assessment objective)
Slide 26	<p>On this slide a number of common issues relating to extended answer questions are listed.</p> <p>Where candidates failed to score marks above a level 1 responses they lacked structure with no pre planning, struggled to answer the question that was asked and lacked any real developed points providing mainly descriptive points.</p> <p>The example developed statement at the bottom of this slide is a good approach to these extended answer questions. Asking students to write a developed paragraph about each point they want to make. For example, demonstrate knowledge, then apply that knowledge (perhaps using an example) then refer to the impact on performance. An example of a developed response is on this slide, which gains credit for each of the assessment objectives. Getting students to write after each statement whether they think it is an AO1-3 is a good way to improve their knowledge of how to answer these types of questions, while also providing valuable information to the teacher to inform future planning.</p>
Pronunciation	
Slide 27	<p>We are now going to have a closer look at component 3 using some footage from last examination series.</p>
Pronunciation	
Slide 28	<p>Although there are no changes to this aspect of the specification, it is very important to note that performers will again be assessed on three different physical activities. Performing their skills in isolation and within formal competitive situation.</p>
Pronunciation	





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Slide 29	<p>Teacher assessment is permitted at any point during the qualification and as always any activity that cannot be assessed on moderation day should be videoed and available on moderation day if requested by the moderator.</p> <p>The practical authentication sheet, appendix 1 within the specification, must be completed for all students for viewing on moderation day.</p>
Pronunciation	
Slide 30	<p>You will now have time to look at the two links that show a badminton singles performance. Please pause the presentation and use the hyperlinks that are included within your pack. While viewing the skills in isolation and competitive footage please refer to pages 30-35 of the practical performance criteria and give the performance a mark for both skills in isolation and the competitive element.</p>
Pronunciation	
Slide 31	<p>The performer performed 4 skills in isolation including, serve, net, drop and lift shots. A best fit approach was used when finding an appropriate mark within a level. This candidate was judged to be performing at a competent level and was given level 3 6 marks out of 10. The full commentary with more in depth analysis is in your packs. Please feel free to pause the presentation to look at this slide and the full commentary in your packs.</p>
Pronunciation	
Slide 32	<p>The performers application of skills was again judged to be at a competent level with some level of control, precision and fluency shown. The candidate was able to hit the shuttle with some power although little placement was present. The application of skills during play was appropriate most of the time and showed some consistency, but with errors when attempting to play tactically. The agreed mark was level 3 14 marks, with a total mark of 20 out of 35. Please feel free to pause the presentation to look at this slide and the full commentary in your packs.</p>
Pronunciation	
Slide 33	<p>It is evident from the footage you will have just watched that this centre could have improved their footage by using the bullet points from this slide.</p>





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	<p>All candidates live or DVD should introduce themselves at the beginning of the session, identifying their bib colour or number and their position.</p> <p>Recordings should be complete and unedited using a number of different angles</p> <p>It is very important that the difficulty of the practices used reflect the level that has been awarded to the candidates. It is very important that all candidates don't perform the same practices for skills in isolation. Higher level candidates should be performing their skills in isolation under pressure allowing them to showcase their full potential.</p>
Slide 34	We are now going to have a closer look at component 4, where we will be applying the assessment criteria to a newly released athletics PEP.
Pronunciation	PEP (personal exercise program)
Slide 35	This slide outlines the assessment process for component 4 and as you can see nothing has changed for this component. Students are required to devise a 6 week training program for a specific sport. This component makes up 10% of their overall mark and is marked by teachers first and then externally moderated by Pearson through the moderation process.
Pronunciation	
Slide 36	The additional materials can all be accessed through the link. The materials include items from previous years including the checklist, exemplars and marking grid. There are also a number of key new items that have been devised to help centres better approach component 4. These items include new training for component 4, performance data examples, a new full mark exemplar and a PEP scheme of work.
Pronunciation	PEP (personal exercise program)
Slide 37	The marking grid is something that everyone should be familiar with and should be using when marking your centres PEPs. All PEPs in the sample should have a copy of this grid included in the upload of work and should be fully completed by the teacher assessor.
Pronunciation	PEP (personal exercise program)
Slide 38	When applying the marking grid it is very important that the teachers get a feel for the PEP and try to apply the key words of limited to



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	excellent for each strand of the marking grid. A best fit approach should then be used to determine the marks in the level for each strand. Does the evidence in the piece of work fully meet, mostly meet or just meet the level descriptors. A mark should then be awarded at the top, middle or bottom of that level.
Pronunciation	
Slide 39	On this slide you can see a worked example showing how the grid should be completed before uploading for moderation. The overall mark out of 100 should be divided by 5 and then rounded to give the final mark out of 20.
Pronunciation	
Slide 40	If teacher assessments are to be accurate then a good knowledge of the specification and assessment criteria's are needed. It is always good practice to internally moderate your pieces of work, if at all possible, rank ordering your candidates work before assigning final marks is also a beneficial exercise.
Pronunciation	
Slide 41	<p>The structure of a PEP is essential if candidates are to achieve their potential. The higher scoring PEPs include both fitness and performance data analysis at the beginning of their PEPs helping to create strengths and weaknesses.</p> <p>They are clear and concise pieces of work limiting the number of smart targets, principles and methods of training to either 1 or 2. This then allows the candidates to discuss each aspect in sufficient depth to gain marks within the upper levels of the marking grid.</p>
Pronunciation	
Slide 42	We are now going to look at a newly released exemplar PEP. Now would be a good time to pause the presentation, look at the PEP exemplar and use the marking grid to assign marks for each of the five strands.
Pronunciation	PEP (personal exercise program)
Slide 43	<p>Before we go into the marks that were awarded for each strand, lets compare and contrast what our initial thoughts are.</p> <p>It is very clear from the outset that this PEP is a very detailed one and has an excellent structure with both fitness and performance data at</p>



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	the beginning. It contains well argued evaluations of the training methods and the principles of training used.
Pronunciation	
Slide 44	<p>For the first strand, the piece of work contains a large number of fitness tests that have been interpreted using normative data to an excellent level. Performance data has also been included when formulating aims.</p> <p>This strand was judged to be excellent and was given full marks.</p>
Pronunciation	
Slide 45	<p>Strand two contained excellent analysis of fitness and performance data helping to create two smart targets.</p> <p>Extensive information relating to the principles of training was included linked to circuit training.</p> <p>This strand was judged to be excellent and was given 19 marks. It was thought that greater detail for all sections of the smart targets would have enhanced the work even further.</p>
Pronunciation	
Slide 46	<p>Strand three contained excellent evaluations of pre, mid and post PEP fitness and performance data, with graphs embedded within the main part of the PEP. The impact of the training program of fitness and performance was clear to see.</p> <p>This strand was judged as excellent and was given full marks.</p>
Pronunciation	PEP (personal exercise program)
Slide 47	<p>Strand four incorporated well argued evaluations of their choices with some link to smart targets. There was excellent evidence of knowledge from component one regarding physiological reasons behind the improvements made.</p> <p>This strand was judged as excellent and was given 19 marks. The candidate could have provided further recommendations relating to recovery methods if they were to achieve full marks for this strand.</p>
Pronunciation	
Slide 48	<p>The PEP had excellent coherence with appropriate use of terminology throughout. There was an abundance of data present throughout the piece of work giving plenty of opportunities for analysis. It is very clear</p>



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	<p>that the training program was carried out. It is however advisable for all training logs to be submitted.</p> <p>This strand was judged to be excellent and was given 20 marks.</p>
Pronunciation	PEP (personal exercise program)
Slide 49	This slide shows the total marks for each strand and how the overall mark out of 20 was calculated.
Pronunciation	
Slide 50	<p>One of the new previously discussed documents to assist centres from 2023 onwards is the PEP scheme of work. An aspect of this scheme of work is shown on this slide. The scheme of work is included within your packs for today, but can also be found by using the link on slide 35.</p> <p>The scheme of work provides ideas for centres relating to learning opportunities and practical ideas for lessons to help ensure that PEPs are structured in the correct way allowing candidates to achieve their potential.</p>
Pronunciation	PEP (personal exercise program)
Slide 51	To find out more about the excellent number of courses that Pearson can offer please visit the link on this slide that will take you to Pearson's Professional Development Academy website. This is where you will be able to select PE and choose from a number of bespoke training courses.
Pronunciation	
Slide 52	Thank you for taking the time to follow this training course. I hope it has been very informative and will help you and your students' progress even further this academic year.
Pronunciation	