

GCSE

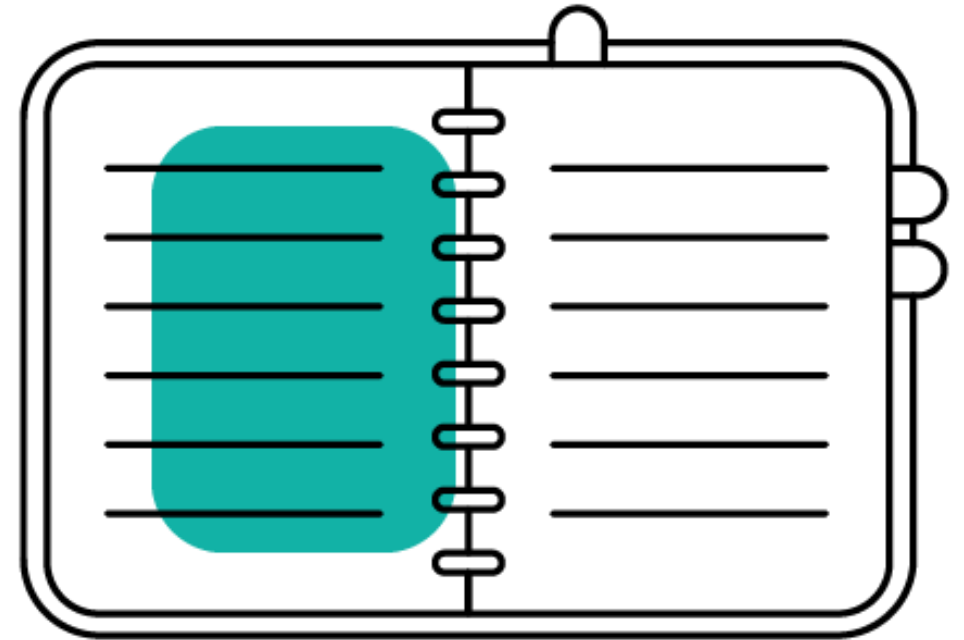
Physical Education

Preparing for Moderation (2025)



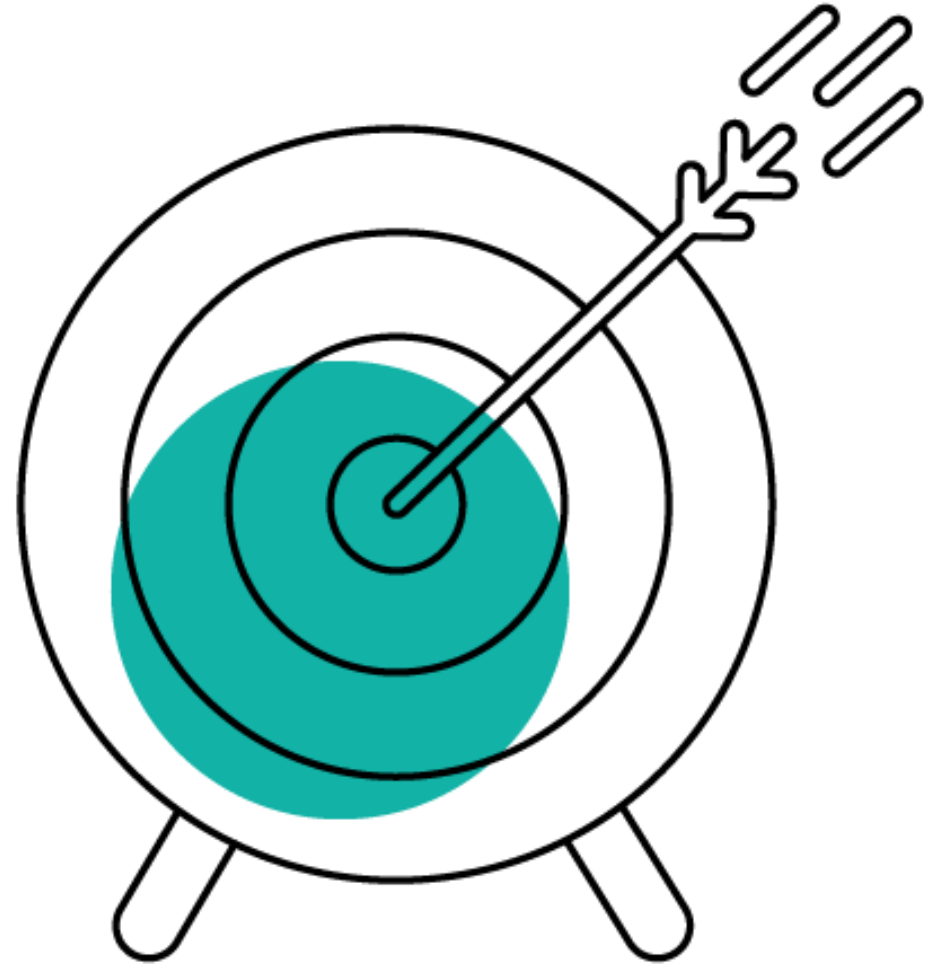
Agenda

- Welcome and Introductions
- Preparing for moderation – logistical set up, what to expect on the day from a moderator, examples of best practice
- Providing video evidence if submitting digitally
- Frequently Asked Questions and Live Questions



Aims and Objectives

- Gain a deeper understanding on how to prepare for moderation – logistical set up and what to expect on the day from a moderator.
- Look at examples of best practices
- Review the requirements of the specification
- See what further support and resources are available



Non-Examined Assessments



Non-Examined Assessments (NEA)

Non-Examined Assessment (NEA) is the name given to the internally assessed components:

Component 3	Practical Performance
Component 4	Personal Exercise Programme

Teacher-assessors **must** ensure that all aspects of the course follow the specification and that all formal assessments are carried out in accordance with the marking criteria in the [Practical Performance Assessment Criteria \(PPAC\) – V6](#).

Non-Examined Assessments (NEA)

GCSE PE – Component 3: Each of the three practical performances is marked out of 35. The three marks are added together to give a total for this component out of 105 marks.

Each activity's assessment grid contains two columns, headed as follows:

The performance of skills and techniques in isolation/unopposed situations (10 marks)

Application of skills, techniques and decision making under pressure during conditioned practices and a conditioned/formal/competitive situation (25 marks)

Learners can be assessed at any point throughout the course.

How to prepare for moderation – logistical set-up



Preparing for moderation – general principles

Ensure:

- learners have been assessed in three separate activities/sports – team activity/individual activity/free choice activity – either a team OR individual activity
- that learners have been awarded a mark for both elements of the assessment criteria – skills in isolation and application of skills, techniques and decision making in a formal/competitive situation
- that the genre/style/stroke/event is the same for both elements of the assessment criteria, i.e. assessment of front crawl for the skills in isolation **and** the application of skills in a competitive race
- that the final marks have been awarded by the teacher assessor, including any activity that has been delivered/assessed off-site, and/or by an external coach/instructor
- that the centre can provide evidence of the assessment of all activities for all learners, including off-site activities at club level – failure to provide evidence could result in a mark of '0' being awarded as no rewardable material has been provided.

Preparing for moderation – general principles

- Centres must adhere to governing body guidelines/rules on resources/ equipment and health and safety.
- Where a team game is being assessed and moderated – a full-sided game must be shown. Each National Governing Body (NGB) has the minimum number of players required to field a full game and you must adhere to the rules of the NGB. Further details can be found in the NEA Document on the website.
- It is expected that where a centre can demonstrate evidence of candidates taking part in a full sided competitive game, i.e. 11 v 11 football match, this would be played on a full-size pitch, with full size goals.
- Internal standardisation – where more than one teacher/coach/instructor has assessed the learners and off-site activities.

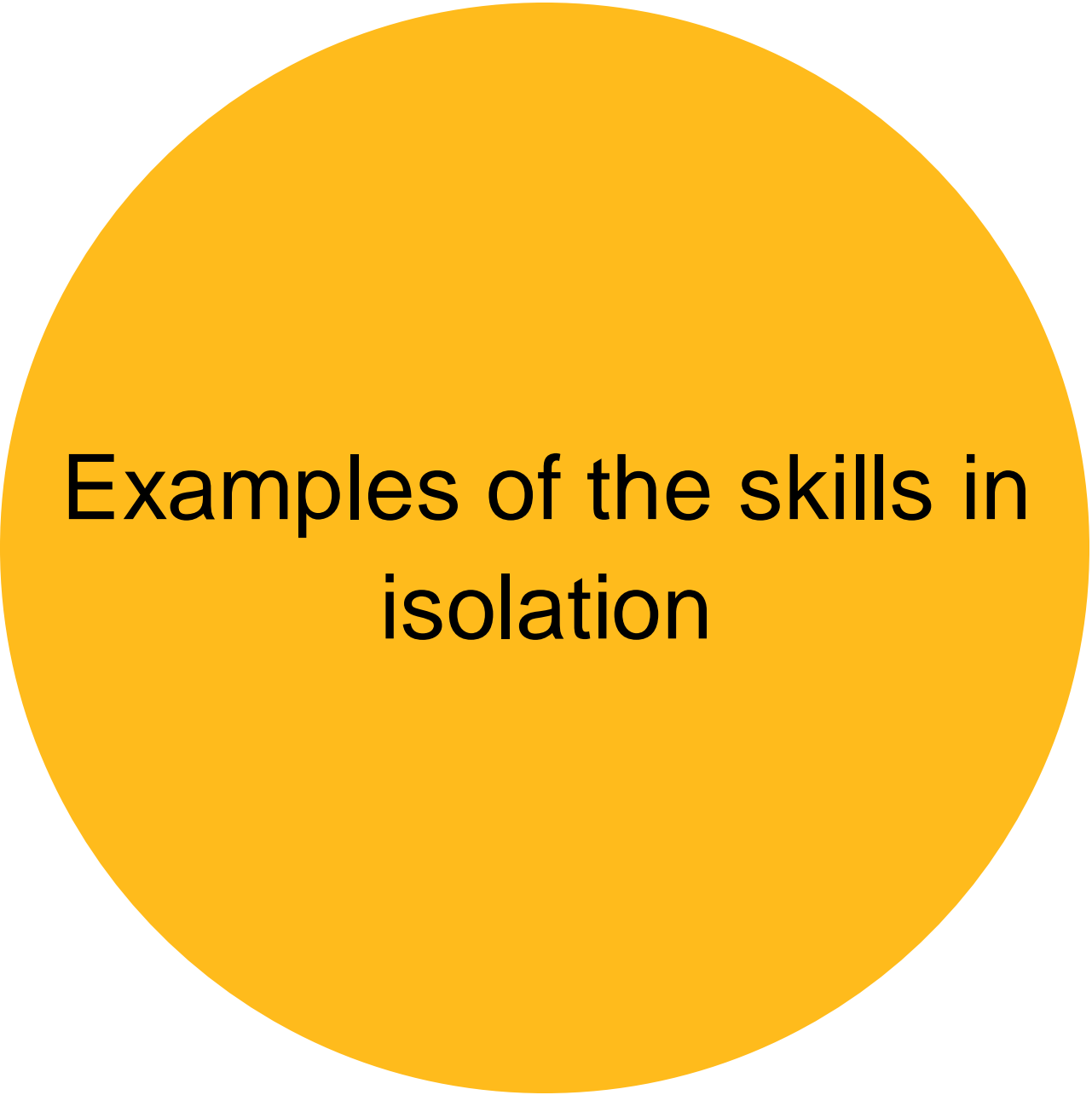
Preparing for moderation – general principles

The purpose of moderation:

- It is the role of the moderator to confirm that the centre's standard of marking is aligned with the standard set by Pearson
- It is the responsibility of the centre to make sure that the evidence that is provided to the moderator can justify the marks that have been awarded by the teacher assessor(s) in all activities/sports

Preparing for moderation – general principles

- Activities seen by the moderator, both during a visit or on film, must be performed under controlled conditions – no coaching or instructing during the assessment and filming of the performance
- To justify the marks awarded for the assessment of the skills in isolation, learners should demonstrate four skills/techniques from the list in the criteria, with some exceptions.
- Skills are hierarchical, from basic to advanced, - practices should be differential according to learner marks.
- Those who are awarded marks in the top-level mark bands should be filmed performing the more advanced and demanding skills than those who have been awarded marks in the lower-level mark bands:
 - if showing the full range of ability, you may need three different drills
 - increase the pressure for the more able
 - show the skills in isolation in context of the activity – no static practices!
 - gymnastics and dance activities – show repetition of movement pattern

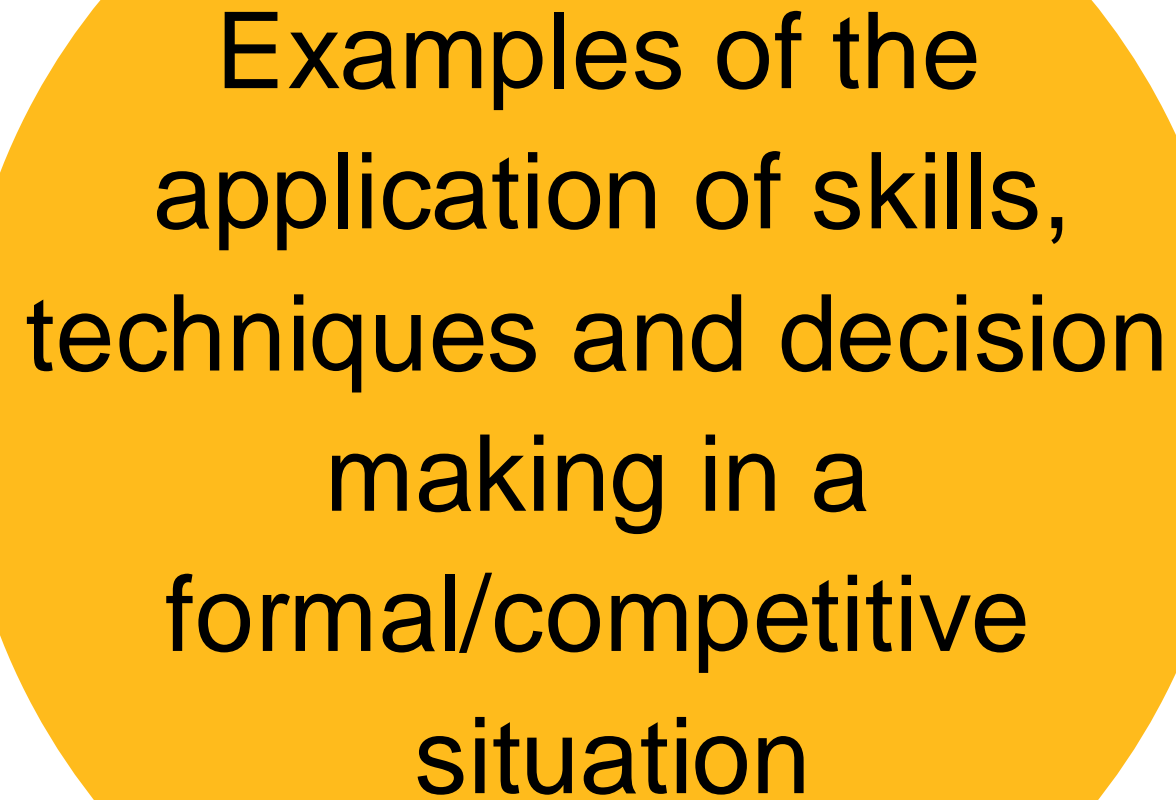
A large, solid yellow circle is centered on a white background. Inside the circle, the text "Examples of the skills in isolation" is written in a black, sans-serif font, centered horizontally and vertically.

Examples of the skills in
isolation

Preparing for moderation – general principles

- To justify the marks awarded for the assessment of the application of skills, techniques and decision making under pressure in conditioned practices and in a conditioned formal/competitive situation – this element of the assessment criteria should be presented in the context of a fully competitive game, race, or routine, depending on the activity or sport.
- It is important to consider that the assessment criteria incorporate a range of performance traits, all of which must be applied when awarding marks for this element of the assessment criteria, and evidence of which must be presented for moderation.

Further guidance on marking for both elements of the assessment criteria can be found in the PPAC and NEA.

A large yellow circle is centered on a white background. Inside the circle, the text "Examples of the application of skills, techniques and decision making in a formal/competitive situation" is written in a black, sans-serif font, arranged in six lines and centered horizontally.

Examples of the
application of skills,
techniques and decision
making in a
formal/competitive
situation

Preparing for moderation – general principles

Learners are marked as individuals in each activity.

Learner identification **must** be clear throughout the moderation of the activity.

Each learner who is being assessed in an activity and who is being moderated should be introduced at the beginning of each performance. They should:

- State their name
- Candidate number
- Coloured/number bib
- Player role if playing in a team game i.e. WD in netball, GK etc.

It is not necessary for those who are taking part in an activity but who are not being moderated to introduce themselves at the start of an activity.

Preparing for moderation – general principles

Learners who are being moderated in an activity need to be clearly identified throughout the practical session. Teachers know who their learners are, but moderators do not!

- Learner kit should support identification by wearing different numbered/coloured bibs/shirts. It is only necessary for those who are being filmed to wear some form of separate identification.
- Aim to use distinctive numbered/coloured bibs, i.e. white on blue/black/red or black on orange.
- Avoid using white on yellow or black on blue!



Preparing for moderation – general principles

Length of evidence to show the moderator:

- The length of footage will vary according to the number involved and the activity being filmed.

For example – in the swimming activity:

- learners demonstrate all the skills listed in the criteria
- they should be observed performing a length showing each of the skills if the pool is 20m long for instance
- one length showing arm action
- one length performing the leg action
- one length showing body position and breathing
- starts and turns to be shown separately

Preparing for moderation – general principles

Length of evidence to show the moderator:

- If a **game** is selected for moderation – evidence of the skills in isolation is required as listed in the criteria for each activity
- Evidence of the assessment of the application of skills, techniques and decision making should be shown as **one** game – could show two halves of approximately a minimum of 10–15 minutes and playing to the full rules of the game. This should represent evidence of the learners' best performance, and which justifies the marks that have been awarded.
- It is not necessary, if showing video evidence, to submit evidence of more than one game/match for each learner who is being assessed in an activity
- Highlights of a full game, showing the 'best' parts of a learner's performance, or edited footage is also not acceptable
- Rough guide – base the timing around a one-hour session in length for the moderation of each activity
- This is applicable to both a visiting moderation session and the filming of a session

Preparing for moderation – general principles

The number and quality of ‘helpers’ during the moderation activities and sports:

Only recruit ‘extras’ when it is **absolutely necessary**

Consider the following if others are involved:

- The quality of the ‘helpers’ is appropriate and aligned with that of those who are being moderated.
- Those who have been awarded marks in the top-level bands should be given the opportunity to play against opponents and with team members who will allow them to maximise their potential.
- Those who are less able and who have been awarded marks in the lower mark bands should be pitched against opponents and with team members who are more sympathetic to give them the opportunity to show their best without being disadvantaged and swamped by better players who are not being moderated!
- ‘Helpers’ should be reminded that they are taking part in a serious examination, and that they should behave and act accordingly. They are not taking part to cause a distraction!

What to expect on the day from a moderator



The moderation process

- The moderation window begins on 1st March for a centre visit or a remote moderation, and ends on 5th May, which is when all marks must be submitted for the Practical Performance Component.
- A moderator will contact your centre towards mid/late February – moderator for Component 3 is **NOT** the same as the moderator for the Component 4 (NB: no contact with moderator for the PEP)
- A copy of the **Initial Contact Questionnaire** will be emailed to the teacher in charge of GCSE PE, and which should be completed and returned as soon as possible.
- **All centres are now entitled to a live moderation visit by a Visiting Moderator, regardless of their cohort size.**
- Alternatively, centres can record their evidence and submit this on the digital platform through the Learner Work Transfer portal via Edexcel Online.

The moderation process for a visit

Preparation for moderation – forms to complete

- **Initial Contact Questionnaire (ICQ)** – Centres must complete the form as a part of the preparation for the moderation day and it must be sent to their allocated moderator during first contact.
- **PE2MS** – A completed PE2MS for all the learners and their marks awarded for their activities.
The template can be found on the [website](#)
- **Edexcel Online** – The teacher-assessor must submit their final marks for each learner to Pearson via Edexcel Online 15 days prior to moderation day.

The moderation process for a visit

General Points:

All assessed activities **must** be available for the moderator to view

- If the centre cannot show evidence of an activity 'live' on the day, video evidence should be available to moderate.
- Recommend that the centre collects some video evidence, as a contingency, in case a live visit cannot take place. It is important to remember that to be eligible for Review of Marking/ Moderation (RoMM), teacher assessor(s) should video record the sampled candidates on the moderation day and submit on the digital platform through the Learner Work Transfer via Edexcel Online. Without video evidence, RoMM cannot be requested.
- The normal sample size for moderation will be 30 learner-performances selected from across the full range of marks awarded by the teacher assessors.
- Approximately 60% of the activities offered by the centre will be included in the moderation sample, with a minimum of 5 activities being seen.
- Your moderator will confirm the exact details of the learners, activities to be sampled upon receipt of PE2MS – not the centre's responsibility to select the moderation sample.

The moderation process for a visit

- What to expect on the day from a moderator – best practice.
- On receipt of the PE2MS (from the moderator) including the sample, email a copy of the proposed timetable for the day, map/directions/postcode to the school.
- Moderator will email a copy of E14 Visit Notification Form to confirm visit – includes name and contact details of the moderator.
- Moderator will arrive approximately 15 mins prior to the start of the first activity and report to reception – ensure that moderator is met and any issues are reported, including any absentees/changes for the day.
- Provide an updated list of learners taking part in each activity, including ID that they will be wearing.
- Allow enough time to move around in between activities and allow for comfort breaks!
- Ensure that all equipment/playing areas are ready for timetabled activities – and candidates who are taking part arrive on time for their activities.
- Learners should be prepared for each of their activities – warm up is not part of the assessment, and should not take up time for moderation of an activity.

The moderation process for a visit

What to expect on the day from a moderator – best practice cont'd

- The teaching staff are responsible for running the moderation day – **NOT** the moderator!
- Attempt to have two members of staff at each session – one to lead the session and the other to assist/record.
If playing a team game, it is important to have someone who knows the rules of the game to officiate.
- It is up to teachers to decide if the learners' performances on the day justify the marks that have been awarded:
 - If they have – no need to do anything further
 - If not – add different practises/change playing positions if in a game i.e. GK
 - Mock moderation day = the smoothest of moderation days!
- Make a room available for the moderator to view any video evidence that has been selected as part of the sample – moderator will watch this at some point during the day without any teaching staff present.
- **Moderators are not permitted to discuss marks awarded with the centres.** A moderator report (E9) will be written following the visit and be made available on results day in August.

How best to provide video
evidence if submitting
digitally



How best to provide video evidence

Refer to and apply the general principles as stated in previous slides

- The recording must provide justification of **all** marks that have been awarded for **all** learners who have been assessed and who are part of the sample for moderation.
- A digital platform to send Pearson NEA/coursework samples, and associated paperwork – Learner Work Transfer via Edexcel Online.
- Official deadline for submitting video evidence is 5th May – strongly advised that this is submitted before this date in case centre is asked to provide further evidence, or there are any other issues.
- Moderator will confirm which learners and activities the centre will be required to submit work for on LWT for moderation – NOT the whole cohort, unless it is less than 30 performances.
- Centre should send the PE2MS to the moderator – to confirm learner marks and activities, who will return the form – then upload on to LWT.
- Guidance on how to submit evidence digitally for GCSE can be found in [‘GCSE and A Level Physical Education Digital Submission Guide’](#).

How best to provide video evidence

The specification states that 'All recordings must be a complete and unedited recording of each performance'

- video evidence must be undertaken in one session as opposed to over several weeks
- the performance itself must be a continuous and unedited recording which means it is not acceptable to edit together several clips to highlight performances taken at different times.
- filming should be managed in the same way as a visiting moderation
- logistics may mean that you film the assessment of the skills in isolation to the application of skills, techniques and decision making in a formal/competitive situation at different times which is quite acceptable

For further guidance on video recording refer to the pre-record training ['A Guidance on Video Recording for Practical Performance'](#)

How best to provide video evidence

What and how to submit video evidence on to Learner Work Transfer portal?

It is good practice to record the skills in isolation and upload as one file and the application of skills, techniques and decision making in a competitive situation as one file – the individual learner/shared files section on LWT

This will reduce the length of time for uploading, scanning and downloading learner files

- To reduce time further, it is not necessary to record:
 - the warm up
 - any teacher instructions
 - any change over between the activities

How best to provide video evidence

Forms to complete

- **Initial Contact Questionnaire (ICQ)** – The centre must complete the form as a part of the preparation for the moderation and it must be sent to their allocated moderator during first contact.
- **PE2MS** – A completed PE2MS for all the candidates and their marks awarded for their activities. The template can be found on the [website](#)
- **Edexcel Online** – The teacher-assessor must submit their final marks for each candidate to Pearson via Edexcel Online
- **Authentication Sheet** – Each learner must complete and sign a candidate declaration form. This form, which can be found on the [website](#)

All forms must be uploaded on to the Learner Work Transfer portal under the Administration Material section.

Questions and further support

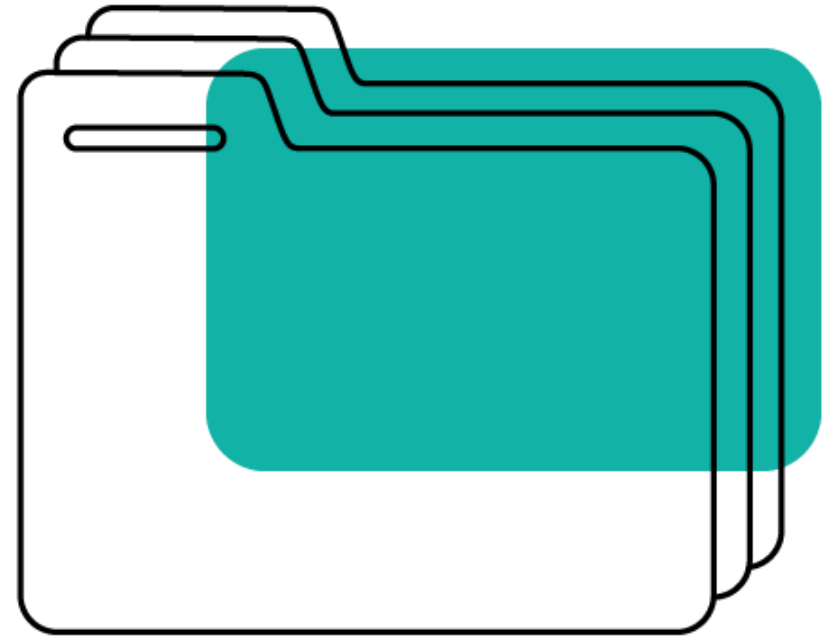




Any questions?

Documents and links

- **Guidance Documents** can be found in your delegate pack and also on the [website](#).
- Dedicated webpage for further support on [Digital Submission](#) (Learner Work Transfer (LWT))
- Website for accessing examination [administrative materials](#).



Expanded Exemplar Support

From January 2025, the Pearson Edexcel qualification page for GCSE Physical Education will see the addition of a new **Exemplar Library**, which can be found in the top blue ribbon (see right).

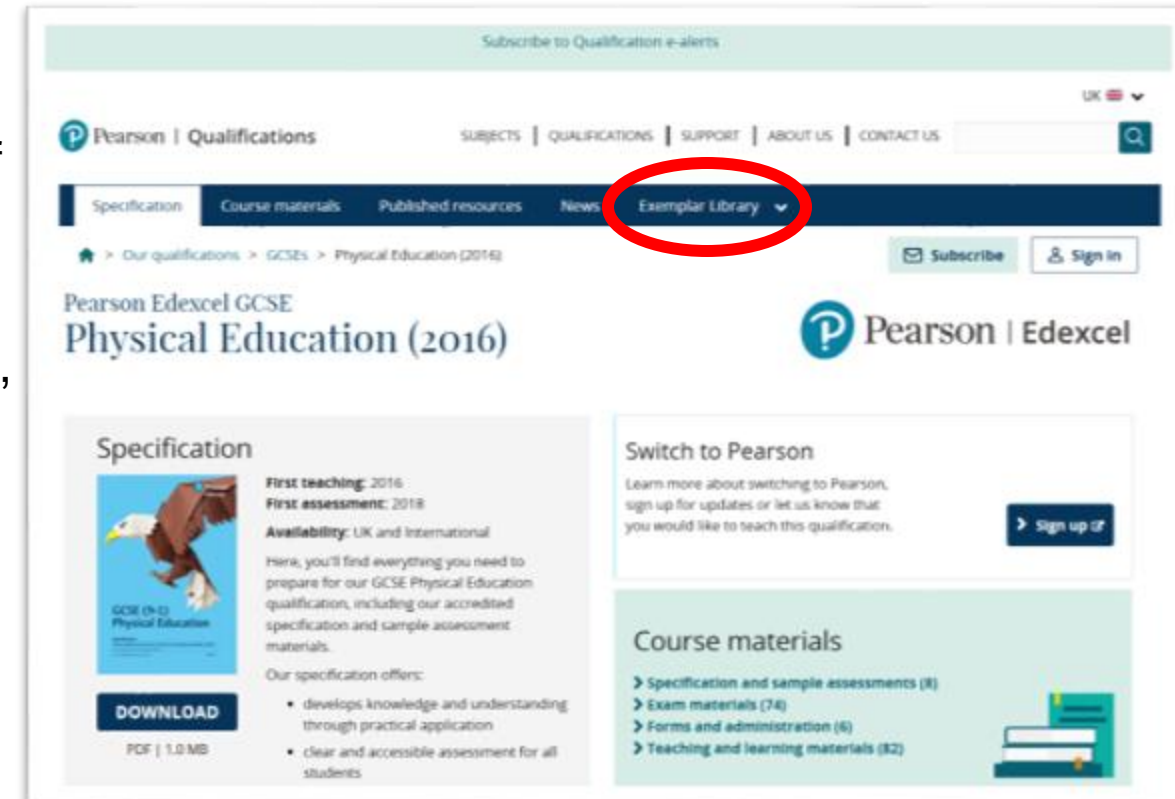
- **Component 03** including; team games, racket sports, artistic sports, outdoor sports, individual sports, and athletics.

[Team Activity](#)

[Individual Activity](#)

- **Component 04** covering a wide range of sports and activities.

[Levels 0 to 5](#)



These libraries will be expanded regularly to include each year's standardisation materials, improved examples of evidence, and newly sourced materials to fill any gaps.

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Physical Education

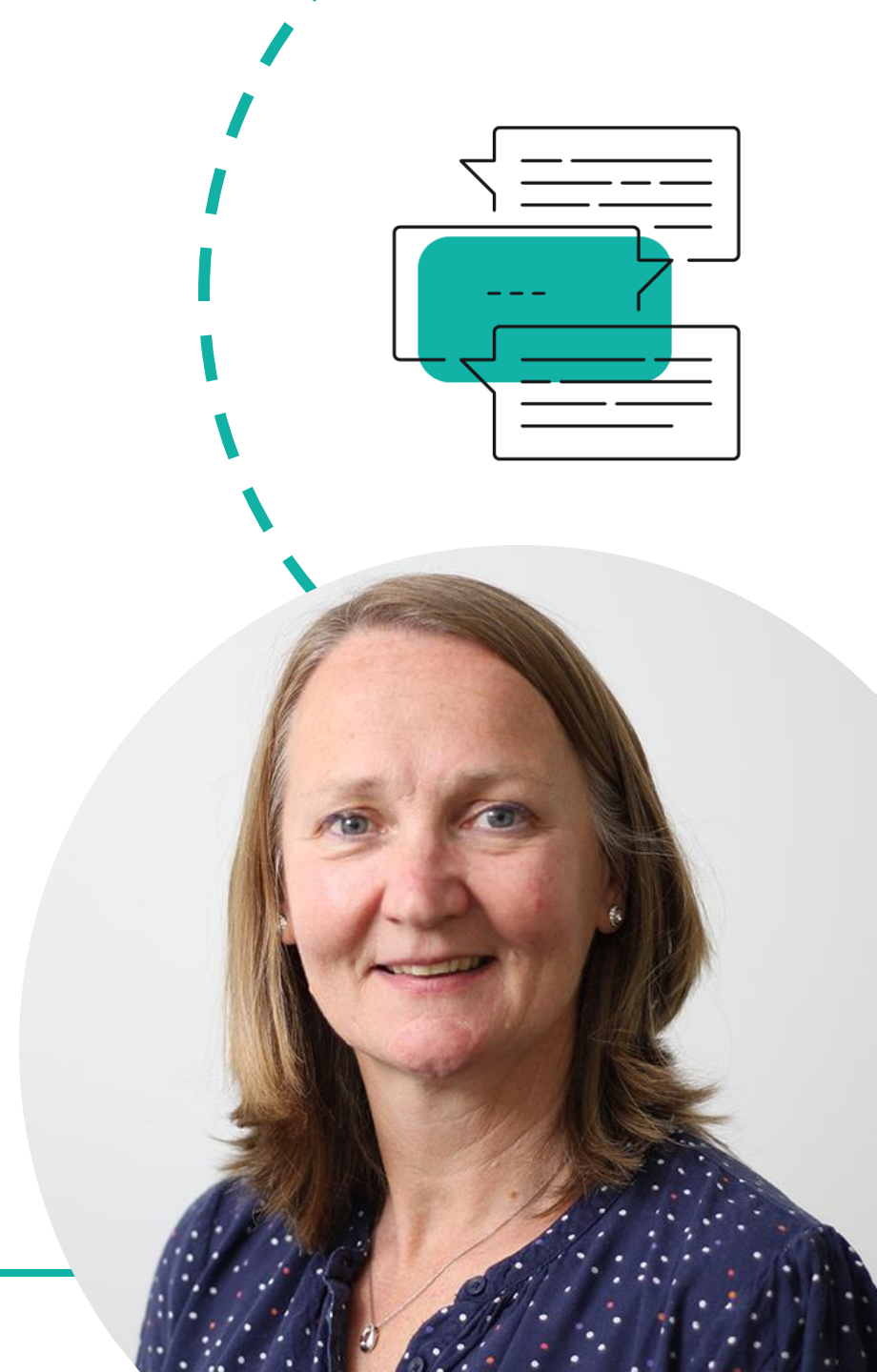
Email: teachingpeandsport@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

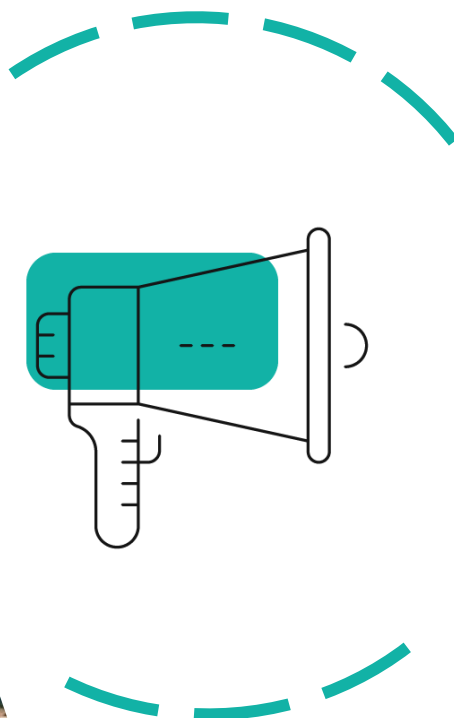
Penny Lewis
Physical Education and Sport



Find out more

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