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GCSE PE 2018: FAQs

Practical Component

- 1. For centres that have completed their assessments using previous versions of the Practical Performance Assessment Criteria (PPAC) document, for example, I have already videoed my students trampolining using the routines outlined in the second version of the criteria pack. Those routines have been deleted from the current/latest version (Version 3). Will my students be penalised?**

In short, centres will not be penalised if they have completed an assessment using a previous version of the PPAC. However, if any centre has completed any of their assessments using Version 1, **using times, distances and measures** from that version this will **not** be acceptable and marks will be deducted. Times, distances and measures could be used to inform decisions for the candidate to adjust their technique rather than as an indicator of performance.

All teachers must be using issue 3 and moderators will be expecting centres to use issue 3 unless you notify the assessment team.

If any centre has completed any of their assessments using Version 2 of the PPAC, each case will be considered on an individual basis. The centre must inform the Physical Education Assessment team that they have assessed an activity using Version 2 of the PPAC. The Assessment Team will then keep a record of those who have this version and contact the Moderator to ensure that he/she will assess the performance against Version 2 of the PPAC.

Whichever version of the PPAC they have used they must follow the same assessment procedure and have suitable evidence for the skills in isolation and the competitive/formal situation/performance

- 2. Video Evidence - I have twenty students doing trampoline (or any other activity) - do I need to video all of them?**

No. If the centre is able to offer any activity as a 'live' performance during the moderation visit, they do not need to film any of the activities before the moderation visit. They only need to video if:

- they cannot show an activity to the moderator or take the moderator to see an activity.



Pearson

- if they have a candidate who plays a sport or takes part in an activity outside of school and the school is unable to provide appropriate competition for the assessment of the competitive/formal situation. In which case, the school may offer evidence of the candidate performing the skills in isolation part of the assessment, but then may offer evidence of the competitive/formal situation on DVD.
- the centre should video the activities that take place on Moderation Day in order to support an EAR.

3. Must all activities assessed off-site be videoed?

Yes, if the centre is unable to take the moderator to moderate that activity, or show the activity to the moderator in a 'live' performance on the moderation day. Please note that we cannot guarantee our moderators can visit off-site venue other than the centre site.

4. Where do I send my DVD's used for moderation?

Centres will keep any DVD evidence that they have.

Moderators will watch any DVD evidence at the centre – if it is part of the selected sample, on the day of the moderation visit. Moderators **must not take away any DVD evidence** from a centre on the day of visit.

Centres will send any DVD evidence from the moderation day to Pearson within 20 days of moderation, or to arrive by 15th May at the latest.

5. Appendix 4 in the specification states “complete and unedited recording of each performance”. Does this mean recordings must be continuous throughout? Does advice for “video of the Moderation Day” and “videoing of activities” just refer to reasonable continuity within activity clips?

The Moderator only needs to see evidence of what is being assessed. They do not need to see a warm up and cool down being performed. It is good practice and essential in a 'live' situation for candidates to be physically prepared for an activity. In which case recording the warm up and cool down would be acceptable. It is not necessary for centres to film teachers giving instructions prior to a practice or to see them setting up equipment etc. (refer to page 12 of the NEA document). Likewise, in activities such as golf, it is not necessary to film the candidates walking between the holes.

Unedited refers to the filming of an assessment of an activity being undertaken in one session as opposed to over a number of weeks, and we actually get a realistic view of a performance as it actually happens. It is not acceptable for centres to edit together several clips of performances taken at a different time. It is possible, as stated earlier, to



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see the evidence of the skills in isolation separately from the competitive/formal situation – as this has to be seen in as realistic conditions as possible. Therefore, if a centre had a swimmer, athlete or dancer, for example who competed either out of school in their sport, or that candidate was going to be competing in an interschool/club event, it would be possible to film the assessment of that performance in context.

6. Students will normally demonstrate 4 skills/techniques: Can candidates/centres choose which skills? Can more than 4 be shown (as with the training videos)? If so, is it overall performance or best attempt? Must all skills in the assessment criteria be shown?

The candidates/centres can choose which skills they demonstrate for the purpose of the assessment of the skills in isolation. The standard approach to ensure comparability is for 4 skills to be chosen from a given list for each activity in the assessment criteria. However, the nature of some activities means that comparability could not be ensured using this approach. For these activities, the number/type of skills is given – athletics, cricket, and swimming, for example must show all skills. Centres/candidates will not be penalised if they show more than 4 skills and in activities such as trampolining it is recommended that candidates work their way through the skills from basic up to advanced level, where they are able, to ensure that they achieve the best possible mark.

The training video was taken from the legacy specification, which meant that although it was very close to what would be expected to be seen in the current specification, it was not necessary an exact replication – as we did not have footage of material for the current specification. In the legacy specification, it was usual for moderators to see approximately 4 skills in isolation being performed, which is the guideline that has been adhered to in the current specification. The skills listed are the ones that are most likely to be seen being performed in that sport or activity; they are from National Governing Bodies of those sports.

7. Permitted Performance indicators: exemplar trampoline 'routines' have been removed from the Tariff of the 10 bounce routine (as in the commentary for that activity on the website). Is this equivalent to times and distances in Athletics/Swimming?

The tariff was alluded to in terms of complexity of the routine as in use/performance of advanced moves. It is expected that any candidates who were aiming to achieve the highest marks would include the more advanced moves in any of the sports or activities as they should be showcasing what they can do in the context of the whole performance and there does have to be some sort of hierarchical order as a guide.



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Times, distances and measures could be used to inform decisions for the candidate to adjust their technique rather than as an indicator of performance. **They must not be used for assessment as they are not included in assessment criteria.**

All assessment traits should be considered when marking any activity in the competitive/formal situation/performance – not just the physical performance. If most are not met – not necessarily with equal weighting the highest marks cannot be achieved.

b) Can the specified fence heights in Equestrian or classifying Skiing runs be treated similarly to times, distances and measures?

If the candidate has the skills and can put them into practise why would they not be shown in context skiing down a red/black run? We would then be able to see candidate applying technique/skills under pressure, which is the object of that part of the assessment, as well as making decisions as appropriate, putting into practise problem solving skills and applying strategies.

8. Is Slalom (skiing) required, desirable or optional?

Very desirable – it is mentioned in the criteria. However, the assessment criteria are guidelines and suggest that is a way to meet the competitive element. In skiing, there can be other ways to achieve this outcome and this could depend on the style of skiing that is shown, how many candidates that are being assessed, health and safety factors – is it possible for them to race against one another, or not? If a single timed run was shown this would certainly demonstrate the tactical element as well as ‘competing against the environment’.

9. What if a selected candidate was considered underperforming on the day (recovering from injury)? Can another candidate be substituted and how should this be recorded?

It would be acceptable for a candidate who had been selected as part of the sample by the moderator, but who was injured before or on moderation day, to be substituted by another candidate. The moderator would select another candidate who had the same mark, from that activity (where possible). The centre liaises with the moderator via email to confirm the replacement.

10. Are teachers assessing during the Moderation Day?

No. As all assessments will have been completed by the time the Moderator visits the centre, and all marks will have been submitted to Edexcel Online. This will inform the Moderator as to who they will see during their visit. Teachers will be expected to



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lead/organise the activity sessions and film the sessions, if they wish to be able make an enquiry after the results.

11. Are teachers allowed to coach their students during the activities that are moderated?

No, teachers should not coach their students during any of the activities that are moderated or appear on a DVD.

12. Have the criteria been made more difficult to achieve top marks, compared to the legacy specification?

It is not a case of the criteria being made more difficult. It is completely different from the legacy specification and comparisons should not be made as there are many more assessment traits to consider, such as the psychological factors, decision making/problem solving factors, use of communication skills (as appropriate during a team game), application of the physical skills using ABCPRS, the effective (or otherwise) use of position specific skills in a game, ability to adapt to environmental conditions, ability to affect the performance of oneself and that of others (that are involved in performance during a competitive/formal situation/performance) – NOT JUST the physical performance as was mainly assessed in the legacy specification. **This is absolutely crucial for centres to understand to be able to apply the marking criteria accurately, taking all factors into consideration, using a 'best fit' approach (this is the same for all Awarding Organisations).** In addition, there is a very clear difference between 'competent and good' and 'good and very good' and centres must apply the criteria accurately.

13. Is it possible to show games such as Cricket indoors?

No, unless the indoor area is big enough to show a full sided game, or equivalent minimum number 9-a-side game as stated in the NEA document and according to National Governing Body rules and regulations. It may be possible to demonstrate some of the skills in isolation such as bowling and batting technique in the nets. However, many of the fielding skills require a greater range of movement and use of space, such as when throwing the ball in from long range to the wicket keeper, or chasing a ball that has been hit towards the boundary and has to be fielded from that area. It is not possible to safely play a full game indoors. It would also not be fair to students to ask them to play a full game in such conditions as they would not be able to demonstrate all of the required elements of the assessment criteria.

When playing a full game, a limited overs game is recommended showing elements of the physical skills in general, as well as position specific skills, decision making skills (placing of a field and playing to that field). The candidates would also be assessed



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applying team strategy, ability to adapt to the environment (weather conditions, changing circumstances) as mentioned above, which would mean that the candidates would have to adapt their from basic to advance skills to perform. That is as well as being assessed on their ability to adhere to rules, health and safety guidelines and considering appropriate management strategies.

14. Is it a requirement that games are played on full sized courts/pitches/fields?

The assessment criteria has been written based on students participating in full sided games on full sized playing areas. Full sided games must be shown during the assessment of the application of skills in a formal/competitive situation, including on moderation day. We will accept smaller numbers for some of the sports, which have been listed in the NEA document, and which are based on the appropriate National Governing Body regulations and recommendations.

Centres need to be satisfied that their candidates are able to demonstrate the required level of skills, including all elements of the assessment criteria for a particular activity, in order to justify the marks that have been awarded. If teachers use a smaller playing area they must ensure that they do not disadvantage their students by providing a playing area that does allow the students to participate in a full sided, or equivalent, game and to demonstrate the required level of skills.

15. Rowing has been included in the assessment criteria as a 'Team activity', and Sculling has been included as an 'Individual activity'. The assessment criteria for both is virtually identical. Can a student do Sculling as a team activity?

The activity list was approved by Ofqual and the activities have been classified due to their comparability, rigour and reliability. Rowing has been classified as a 'Team activity' and it would be expected that candidates are assessed in either 'pairs', 'fours' or 'eights'. Sculling should be assessed in a single scull as it is in the 'Individual activity' list.