



# Examiner's Report Principal Examiner Feedback

## Summer 2018

Pearson Edexcel GCSE  
In Physical Education (1PE0)  
Component 3 (Practical Performance)

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The introduction of a new specification brings new and exciting challenges for all concerned. It is pleasing to note that following the completion of the first moderation process of 1PE03 and 3PE03, centres have been able to show a high level of commitment to ensure that they understand the new moderation procedures and marking criteria. In turn, this has ensured that candidates have been well prepared for the moderation, and that, in the main, they were able to maximise their potential in most activities and justify the marks that were awarded to them by their teacher assessors.

### Differences between the legacy and current specifications that have affected the assessment and moderation process

There are several significant changes to consider using the new specification requirements when planning a moderation either as a 'live' situation, in the presence of a visiting moderator or by doing a moderation by film and using DVD evidence.

They are as follows:

- If doing the Full Course – 1PE03 - candidates must choose and perform **three** different physical activities from the list found in the specification on pages 23-24:
  - one team activity
  - one individual activity
  - one activity of their choice, either as a team or individual activity
- If doing the Short Course – 3PE03 - it is a requirement that candidates choose and perform **two** activities from the list found in the specification on pages 23-24:
  - one team activity
  - one individual activity

All centres were able to meet the above requirements with little difficulty. It was noted that candidates generally had two good activities but often not the breadth and depth to score highly in all three activities. Where an activity was completed outside of school this was presented as DVD evidence for the moderator to view. While this is perfectly acceptable, it is important that the centre takes on the responsibility for marking the activity using the criteria as they would for any activity that is school based. It is also important that the centre has sufficient evidence available to justify the marks that they are awarding for the activity and that they can base their marks on the DVD evidence.

- The assessment of each activity should include the following:
  - **The performance of skills and techniques in isolation/unopposed situations**

In most instances, candidates were able to perform the skills clearly, effectively and seamlessly so that they could move into the competitive games more readily. However, it was reported that there was some disparity between practices seen.

To clarify, the skills practices should be differentiated, and pressurised, which is no different to what was required in the legacy specification. 'Unopposed' situations refers to skills not being performed in a competitive game, which

has an end result. If demonstrating control and passing in football, for example, it is expected that a candidate who has been awarded marks in the Level 5 marking band can show these skills in a pressured and more advanced 2 v 1 grid practice, as opposed to a practice showing each individual pass with a partner being performed back and forth, which does not necessarily require a high level of ability. That would be more acceptable for a candidate who has been awarded marks in the Level 1 and 2 marking bands.

In the racket sports, a teacher or coach could feed the ball or shuttlecock to the candidate to demonstrate the more advanced skills, and which gives the candidates who are being awarded marks in the higher- level band the opportunity to maximise their potential.

In all activities it is expected that those who are awarded marks in the higher marking bands can show more advanced skills. However, it must also be considered that the level of demand of a skill should never exceed the level of quality in which the skill is performed. There were instances in trampolining, for example where marks were awarded for candidates who had performed skills such as somersaults and advanced landings, without achieving the necessary level of technical accuracy, tension, control, precision and fluency.

Many centres included only those candidates who were being moderated for the skills in isolation, which is acceptable. However, it was reported that having fewer numbers meant that some candidates were more nervous during the performance of the skills in isolation. This can be combatted by the centre making sure that the candidates are fully prepared and rehearsed. This can be achieved by centres doing a mock moderation prior to the moderation visit. It was evident that where centres had done this, candidates were more focussed on producing a quality performance rather than having to concentrate on the content of the practices. In general, marking was also more accurate in the skills in isolation.

- **The application of skills, techniques and decision making under pressure during conditioned practices and a conditioned/formal/competitive situation.**

Most centres were able to provide an opportunity for their candidates to perform in a formal/competitive situation, which usually refers to a routine in trampolining, dance and gymnastics for example, a full performance in skiing, rock climbing, cycling and kayaking, and a full competitive game in a team or individual sport.

There were a few issues with respect to the number required to play a full sided game as well as the size of the playing area and equipment such as goals being used.

Centres are advised that:

- The assessment criteria for all activities has been based on candidates participating in full sided games on a full-sized pitch/court. Full sided games must be shown during the assessment of the application of skills in a formal/competitive situation, including on moderation day. As an exception, we will accept a smaller number in line with those listed in the Non- Examined Assessment (NEA) Document, which can also be found

on the Edexcel website, and which are based on the appropriate national Governing Body regulations and recommendations.

- With reference to the size of the playing area for any sport or physical activity, the criteria has been written for candidates to be able to demonstrate the skills required whilst playing on a full sided pitch/court. Centres need to be satisfied that their candidates can demonstrate the required level of skills - including all elements of the assessment criteria for an activity - to justify their marks.
- The assessment criteria have also been written assuming that full side rules are going to be played.

While it is acknowledged that all centres do not have the NGB regulatory size playing areas for all sports, the playing area must be of a size that allows the candidates to show their skills for a full sided game, otherwise they will be disadvantaged as they will not be able to demonstrate the required level of assessment traits. That would also apply to the regulatory equipment such as the size of goals, where it was reported that they were not always of the required size. Centres are advised that five-a-side football goals should not be used to replace the correct size handball goals if assessing the latter.

A considerable number of centres were able to recruit other students to make up the numbers to meet the requirements for a full competitive game where they were needed. While this is encouraged, it is important to consider the quality of the 'helpers' is as high as possible, as the level of competition needs to be sufficiently challenging for the most able candidates to play with on the same team as well as against as opposition.

If weaker players are recruited the candidates who are being assessed will not be able to demonstrate the advanced skills and tactics needed to justify their high marks.

Where centres realised this and implemented it they did it with remarkable success. Candidates were then able to show a very good level not only in the application of the physical skills, but they were able to demonstrate a very good level of communication and influence on team performance, application of tactics and strategy, contribution to play in open play and set moves, as well as other decision- making skills.

Marking was not as accurate in this section as some centres failed to include the assessment of all or at least most of the assessment traits as listed in the criteria, and as stated above.

Best practice was observed where there were two members of staff involved in the organisation of a practical activity. This allowed one member of staff to officiate the competitive game.

Centres are advised that the timing of the sessions should be considered to allow evidence of both the skills in isolation and the competitive situation to be viewed. If a moderator does not see both elements of the assessment criteria

it is unlikely that they will agree with the centres' marks, as they can only make their judgement based on the evidence provided.

- **Levels based marking**

The current activity criteria is marked using a levels-based mark scheme including several assessment traits. Centres in the main proved to be accurate and realistic in their assessments using the levels-based criteria, as they recognised that only the most exceptional candidate was able to achieve all or most of the assessment traits as listed in the criteria. Where centres did overmark this was due to the teacher assessor not being aware that more than just the physical qualities of a performance should be assessed, such as communication skills, application of strategy and adapting to the environment, for example. A lack of internal standardisation was also a factor in centres overmarking in some activities.

- **Practical activities assessed against the quality of performance rather than times, distances and measures**

In response to Ofqual's directive for activities to be comparable, rigorous and reliable, the activity criteria includes several assessment traits, which are based on the appropriate level of quality of performance.

Times, distances, measures and reference to any other standards (which may and do change over time) are not used as part of the assessment of any activity.

However, they can be used, and it is recommended that they are used, as a point of reference so that candidates can use the standards achieved to help them to achieve other areas of the criteria such as decision-making skills, where they may have to plan strategies to succeed to the next level.

- **The assessment of the practical activities can take place at any time during the course**

Centres can assess a practical activity at any point during the course. If they can show that activity 'live' during the moderation visit they are not required to film the activity. If they cannot show that activity 'live', they must record that activity. Evidence of **all** activities must be available to see in one format or the other.

Centres should take full advantage of this change, but they must be organised and plan to ensure that they can provide evidence of all activities that they have assessed, and so that they can maximise the opportunities for those candidates taking part in such activities to achieve their full potential. It was reported that some centres were unable to provide sufficient evidence of some of the summer activities, such as athletics and cricket. It is also important to remember that the correct playing areas should be utilised; therefore, it is not viable to show these sports indoors. If centres intend to assess candidates in the summer sports and prefer not to leave their moderation until the end of the moderation window, it is suggested that they film the assessment of these activities following the block of teaching, which may be in the summer term,

and when the playing areas are marked out. It is also important to consider if filming, to make sure that all aspects of the criteria are filmed.

Those centres who have a few candidates and who must submit their moderation by DVD should consider filming their candidates following the teaching of a block of work as it is no longer a requirement that they assess and film their candidates during an 'Assessment Window'. As that period is now referred to as a 'Moderation Window' – 1<sup>st</sup> March – 5<sup>th</sup> May - it is expected that they can submit their DVD evidence complete and on time. Too many centres submitted their DVD evidence after the deadline date and were obviously unaware of the option of filming sooner.

### Comments relating to the assessment and moderation of specific activities

Candidates were assessed in a wide range of activities. It is appreciated that centres met the requirement to show 60% of their practical activities either as live performances or by DVD, or a mixture of both.

In the main, centres were able to provide the moderator with a quiet room in which to view the DVD evidence.

Games activities were predominant among the activities moderated and in general these were realistically assessed by most centres, with good evidence of internal standardisation.

Where this was an exception occurred in some of the **off-site activities**, such as rock climbing, skiing and cycling, marking was less accurate, with centres tending to mark more leniently.

In the rock climbing activity, candidates did not demonstrate a full range of skills to warrant the higher- level marks. Also, they were not able to achieve the appropriate level of quality in terms of technical accuracy, fluency, precision, timing and speed of performance, with many being observed hesitating when placing their hands and feet in a hold. In addition, many could be heard being given instructions during a climb, which in effect prevents the candidates from showing many of the assessment traits such as decision-making skills, application of strategies to scale a route and the mastery of external factors. While many attempted to show the more advanced skills they were unable to perform them with the necessary level of quality of performance. As stated earlier, the level of demand of a skill should not exceed the quality of the performance.

It is important for centres to liaise with external assessors such as instructors and coaches, as well as parents who film the candidates on a skiing holiday and submit that as video evidence, to ensure that they fully understand the activity criteria. It is also important for the teacher assessors to check the marks that have been awarded by the external provider as it is the centre that is ultimately responsible for the marks awarded. Centres must make sure that the evidence supports the marks that have been awarded and is suitable for the moderator to see. It is also important that these activities have been

internally standardised against the other practical activities that have been assessed within a cohort.

Signatures from external instructors and witness statements were made available to the moderator although they are not acceptable documents and should not be part of the evidence presented.

Similarly, with skiing, it is advised that candidates are assessed in natural outdoor terrain to achieve the higher- level marks as this allows candidates to maximise their potential and can apply all the assessment traits at an appropriate level.

Where the more experienced climbers and skiers, were recorded in action their level of performance was outstanding.

**The games activities** of football, netball and handball were commonly observed during moderation. Overall these activities were accurately marked. On the occasions where they were not, this was due to the following:

- **Netball** – during the application of skills some candidates were leniently marked as they did not have the necessary experience of the competitive game to apply the physical and decision- making skills at the appropriate level
- **Football** – where this activity was overmarked, this was due to the candidates not having sufficient experience of applying many of the decision – making skills such as tactical application in set and open play, communication skills and ability to influence the performance of self and others, ability to adapt to the environment/changing circumstances during the game.

Centres are advised that they are **not allowed to include 5-a-side football** for assessment as stated in the specification in the forbidden combinations and rules column.

- **Handball** – this activity was seen by teachers as a worthwhile option for many candidates. There were issues over the size of the playing area; in most cases, it was seen in a very small area, which prohibited candidates from applying their skills at a high level during the game. There were also some issues with regards to size of the goals, where some reported to use five-a-side football goals, which do not meet the NGB specifications. Some centres were able to adapt to the lack of goals by taping them onto the back wall of the playing area, which was adequate.

**The individual activities** of trampolining, athletics and swimming were commonly shown along with dance and table tennis which were more often presented as an individual activity (although they can be shown as a team activity).

Swimming, athletics and dance were largely observed as DVD activities.

There were a few concerns about the standard of athletics that was shown, as well as the marking which tended to be lenient. This was due to the lack of planning with regards to the timing of the assessment of this activity. Some centres chose to film this activity during the winter months, when neither the weather or, conditions of the track were favourable, or when the track or



throwing areas had been marked out. This proved little advantage to the candidates as they were unable to apply most of the assessment traits in the competitive element. Some centres failed to provide a competitive element at all.

Centres are advised to film the candidates performing the skills in isolation as drill practices in athletics with candidates practising specific parts of their running/throwing/jumping actions, such as practices to improve the leg action and arm action. The candidates are not required to complete the whole event when showing parts of the action of the arms and legs for example, as the focus is on the technical accuracy, control, precision and fluency of the skills in isolation. It is also acceptable for the skills in isolation to be filmed separately to the assessment of the application of skills in a competitive situation. The latter could be filmed during the athletics season when the candidate is more likely to be taking part in an athletics meeting.

If candidates choose to be assessed in a throw such as the shot put, it is necessary that they use the correct throwing circle, stop board, tape measure and throwing sector.

The filming of swimming was varied, with some centres providing excellent underwater evidence of the candidates' body position during the selected stroke action, the leg kick and the arm action. This is not necessary although it is essential that the candidates perform a length showing the arm action, a length showing the leg kick and a length showing the body position and breathing action.

This should be followed by them in a competitive situation in a race against at least one other competitor of similar, or better standard.

Some centres had problems showing the skills in isolation for the assessment of the dance activity. Centres are advised to show four of the skills as listed in the criteria in a short sequence using the floor space as a working area. It is not uncommon for dancers to breakdown their routines to improve specific techniques in an eight- bar sequence for example.

### DVD Moderations

It is a requirement that centres provide DVD evidence if they have a cohort of less than twenty candidates.

Off site activities that cannot be shown to a moderator as a live event should also be filmed.

This year centres were also advised to film their live moderation visit if they wish to have opportunity to request a review of results following the publication of the results. It is pleasing to report that many centres chose to video their moderation day. Centres are reminded that if a moderator selects an activity that has been recorded a suitable room should be provided for them to view the DVD evidence.

It is acknowledged that filming any activity is challenging, although the importance of providing clear and adequate evidence to justify the marks that have been awarded by the teacher assessors cannot be underestimated.

The full list of guidelines and requirements concerning the recording of the practical performances can be found in the specification in **Appendix 4: Recording practical performances.**

Here are a few of the main points to consider:

- DVD evidence should not be submitted as a series of clips, especially from different times. Rather it should be presented as one piece of continuous footage, although the skills in isolation and the application of skills can be filmed separately.
- It is important that the candidates introduce themselves at the beginning of **every** activity and be clearly identifiable throughout the filming of the activity. This can be achieved by them wearing coloured and/or numbered bibs, with **numbers being worn on the back as well as the front of the bibs.** (This should also apply to those who participate in a live moderation).
- The camera angle should show the candidate who is being assessed throughout the filming.
- When filming racket sports, the camera needs to include the point of contact on the ball/shuttle as well as the position on court where the ball/shuttle lands. It is suggested that the best position to capture both is to place the camera at the corner of the baseline.
- Candidates should not use a 'Go-Pro' camera while filming their own performance as it is not possible for the teacher assessor/moderator to view them performing their own skills in isolation and application of skills.
- The DVD evidence must be long enough to justify the marks that have been awarded and include evidence of the skills in isolation and the application of skills in a formal/competitive situation. On the other hand it does not need to be too long; on average a time length for a game of football, for example, would be approximately 20 minutes, including two halves of 10 minutes.
- Centres should check the quality of the DVD that is viewed by or sent to the moderator and ensure that the evidence suitably justifies the marks that have been awarded.

## **Administration**

It has been well received by all that there is less administrative and clerical work to be completed both prior and following the moderation process. The improved forms have resulted in fewer centre administrative errors.

Where clerical errors were evident, centres are reminded to carefully check that marks have been accurately transferred before submitting them online.

Most centres adhered to the timescale for the submission of marks, resulting in a more professional process that was centred around the candidates' performance on the day.

Contact between the moderator and centres was generally very good with early contact being established and the Initial Contact Questionnaire being returned promptly.

The moderation process is an important part of the examination process, and as such, should be taken seriously by both centres and candidates alike. Candidates selected by moderators must attend and perform on the moderation day or have a medical note. If a candidate fails to attend a moderation activity without a good reason, the moderator is entitled to request video evidence of those who fail to attend. It is good practice for smaller centres to film their assessed activities in case a candidate gets injured during the moderation period so that they have evidence readily available should the candidate be selected as part of the sample.

It is hoped that this report will prove to be positive and constructive in helping to raise achievement in future series.

Centres are to be congratulated on adjusting to the new specification and for the professional approach by most centres and students which have made this a successful moderation series.

Thank you to all for your positive contribution and hard work in making a success of the first moderation of the new specification.