



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE  
In Physical Education (1PE0)  
Paper 03 Practical Performance

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## **General Comments**

Teachers who have been involved in the moderation process this series are to be congratulated for their hard work, professionalism, and commitment in making sure that moderation evidence for Component 3, the Practical Performance Component, was aligned with the requirements of the specification.

Most centres are now comfortable and fully conversant with the moderation requirements, and in the main were very well organised. This included from an early return of the Initial Contact Questionnaire (ICQ) Form, accurate and timely completion of the PE2MS Form and Edexcel Online Mark Submission, through to showing the skills in isolation at an appropriate level of demand to enable candidates to perform to their maximum level of potential, followed by a realistic competitive situation.

New centres, and lead teachers, required additional support about what the moderation process entails.

During the live visits, candidates were enthusiastic and motivated to perform at their best in front of a moderator. Most cooperated effectively to facilitate the smooth running of activity sessions. Once again, it was noted that where centres had held a mock moderation day, this gave candidates a better opportunity to perform to their potential and justify the marks that had been awarded.

In the main, candidates were easily identifiable throughout the moderation of activities and it was particularly helpful where candidate identification numbers and colours were retained to aid ease of identification.

The range of ability crossed all level mark bands, with most candidates being seen to perform to the expected levels at the mark awarded.

Inclement weather conditions were once again, prevalent during the moderation window. This makes it even more important that an alternative 'wet' weather programme is available and noted on the Initial Contact Questionnaire.

## **Range of activities being assessed in GCSE PE**

A full range of sports and physical activities were moderated during this series. Apart from the traditional games of football, netball, handball, badminton, trampolining, and table tennis, some of the more recent additions to the specification were shown, such as acrobatic gymnastics, sailing, futsal, water polo and sculling. Rock climbing is becoming increasingly popular as either the third activity offered to the entire cohort or as the individual activity.

While it is impressive to see such a wide range of activities and sports being offered to candidates to enable them to reach their maximum potential and have access to the highest marks available, a few areas of concern have been identified by moderators, which are worth taking into consideration:

**Badminton** – it is a requirement that the assessment of the skills in isolation is based on the performance of the preparation, execution, and recovery of a skill and/or technique (as with all sports and physical activities). It was evident that some candidates were unable to demonstrate the correct grip and stance either during the skills in isolation, or the application of skills, techniques and decision-making in a formal/competitive situation, namely the game. This does not allow candidates the opportunity to reach their maximum potential, and access marks from the higher-level mark bands if they are unable to perform the core skills correctly, and it is unlikely that they will be able to demonstrate the more advanced skills and techniques accurately.

**Table Tennis** – it is a requirement that the most up-to-date rules and regulations of a sport are applied during the demonstration of the application of skills, techniques and decision-making in a formal/competitive situation. Knowledge, understanding and application of the rules of this sport related to the serve were reported to be lower than in other sports, with candidates often demonstrating incorrect technique and infringements to the serving rule, which again, would prevent them from achieving marks from the higher-level mark bands.

**Rock Climbing** – some centres that use their own on-site facilities to assess this activity often do not have the range of climbing routes required for candidates to access marks from the higher-level mark bands, and while the level of demand should never precede the quality of the performance, it is necessary to demonstrate the assessment traits as listed in the Practical Performance Assessment Criteria (PPAC) climbing on different routes – ‘...employing a variety of appropriate techniques reflecting body position, balance, foot and hand holds to make use of different rock/wall features.’

Conversely, those centres that use off-site facilities and instructors to assess this activity should not equate the level of demand of the climbing route with marks from the highest-level mark band if the quality of performance has not been achieved across all the listed assessment traits. For example, a candidate may be able to complete an F5+ and F6 route, but if the climb is not completed with ‘very good fluency, using momentum’, it is unlikely that they would meet the requirements to access marks from the Level 5-mark band.

**Association Football** – some centres are not using the most recent version of the Practical Performance Assessment Criteria (PPAC), which is currently version 5, and can be accessed from the Pearson website, they are still assessing the skill of heading the ball and including it as one of the four skills in isolation for moderation. This skill along with ‘control’ is not one of the listed skills in the PPAC.

**Athletics** – this is an activity where centres are entering many candidates as the individual activity. To ensure that candidates have the best opportunity to maximise their performance in this activity, suitable facilities must be made available to deliver the different events, such as the 100m, middle distance events and the throwing events such as the shot put, which all appear to be the most popular. It is acknowledged

and appreciated that more centres are now recognising the importance of using local athletic facilities, including tartan or similar surface tracks, and specialist throwing and jumping areas, although it is often easier to access the former areas than the latter, which could possibly be the reason for the popularity of throwing events rather than the jumping events.

Evidence of the skills in isolation should be specific to each event and meet the list as published in the criteria. It is suggested that the skills are presented in a way that would replicate a lesson, with each of the skills being repeated to provide evidence of quality of performance. This should then be followed by a competitive situation, following the rules and regulations of each event accordingly and include times and measures, which although not used directly for the purpose of assessment but can be used for candidates to make informed decisions about tactics and how they can make improvements in the next round of a competition.

### **Performance of candidates in the skills in isolation**

Most centres are aware that they only need to show the relevant number of skills as identified in the criteria for each sport/physical activity.

Still, too many centres include static and basic practices during moderation sessions to justify the marks of those in the top-level mark bands. Simple and static practices that are performed without any pressure or context to the sport that is being assessed and moderated, are not conducive to getting the best out of candidates.

Practices should progress, be in context, and with the level of demand aligned with the mark that has been awarded.

For example:

The skill of shooting, which is applicable to several of the games' activities, could be shooting at goal/basket, using either or both hands, progressing on to shooting past a goalkeeper, progressing on to shooting whilst under pressure with the inclusion of one or two defenders, in a 2 v 1 or 3 v 1 situation.

The serve in badminton could be shown as a basic serve over the net landing in a target, such as a hoop. This could progress to demonstrating a short serve followed by a net rally, or a long serve followed by a high overhead clear rally. This could then progress to serving long, high clear, drop shot, lift or smash. A short serve could be followed by a smash, or lift, depending on the accuracy of the delivery of the short serve.

Where practices moved at a good pace and intensity and with increased in demand, the candidates were able to access the full range of marks.

At moderation, the appropriateness of showing the same four skills at the same level for all candidates must be carefully considered, if there is a difference in the marks that have been awarded to the candidates, the strengths and weaknesses of the candidates must be considered and the marks that have been awarded. Lower-level candidates being asked to perform practices that they have difficulty performing results in them

not being able to consolidate their ability, while at the same time hampering the more able candidates.

**Differentiated practices should be included in all activities to extend all ability levels within an activity.**

The level of demand of the skills in isolation element must be aligned with the marks that have been awarded. It is recommended that teacher assessors refer to the Practical Performance Assessment Criteria (PPAC) as this will indicate the level of demand across the levels.

For example, in the skiing activity, to achieve marks from the level 5-mark band, candidates are required to demonstrate being able to 'control direction and rate to include rhythmical parallel turning across a variety of conditions, and rhythmical arcs and ability to change amplitude of arcs.' There is also an expectation that the above skill is performed on a red or black run.

Candidates who aim to access marks from the top two-level mark bands are not expected to demonstrate the handling of skis, use of a ski-lift, or standing after a fall, unless those skills are an integral part of the evidence, but the remaining, more advanced skills and techniques should also be included.

In some instances, an insufficient amount of evidence was made available during moderation, which did little to support the marks that had been awarded for this element of the assessment criteria. This was reported to be mainly evident in the athletics, dance, equestrian and trampolining activities.

It is a requirement that the evidence of the skills in isolation is shown separately to the evidence of the application of skills, techniques, and decision-making in a formal/competitive situation, as they are assessed as two separate entities, and it should therefore not be assumed that the skills in isolation, for example, are shown during the performance of a game, competition, or routine.

It is good practice to allow candidates to repeat the skills in isolation several times to allow them the opportunity to demonstrate consistency of quality of performance.

Those centres that assess equestrian activities should pay closer attention to the assessment criteria and note that preparation of the horse, such as putting on the head collar and tying up, fitting the saddle and bridle, and showing the mount and dismount are not included in the list of skills in isolation, therefore clip time is best used to film those skills that are on the list.

Learners who were used from Years 9, 10 and 12 to support the moderation and make up the numbers in the larger games' activities had a positive impact during moderation. It should be noted that it is not a requirement that the 'extras' take part in the skills in isolation or the small-sided games, unless essential, as this can be disruptive and distracting for those who are being moderated. Those who are not part of the moderation sample should be kept away from the moderation area until they are needed, as it makes it much easier to focus on those who are being moderated.

### **Performance of candidates in 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 or a full competitive game in a team or individual sport. Centres are to be congratulated on their efforts to ensure that their candidates had the opportunity to perform to their maximum potential in this element of the assessment, by creating as realistic a situation as possible.

The addition of small-sided conditioned games was found to be a useful prelude to the full-sided competitive situation.

Once again, best practice was observed where there were two members of staff involved in the organisation of a practical activity. This allowed teachers to support one another during the session and officiate the competitive game in accordance with the rules and regulations of the sport.

There are still issues surrounding the provision of evidence of the application of skills for the summer sports, namely cricket. It is more likely, due to logistics and time of year, that this activity is presented as video evidence, even if the centre has requested a visiting moderation. Centres are reminded that they should record evidence of a competitive game, with a minimum number of 9 players taking part on each team. It is suggested that the minimum requirement for a competitive game is one that includes limited overs. Only those who are being assessed are required to be included in the filming. When they are not involved in the game unless they are playing in a fielding position, the camera can be switched off, and evidence is therefore only required of the candidates who have been assessed bowling and batting.

It has been reported that occasional coaching during the moderation of activities is still happening. Centres are reminded that this is not allowed during the moderation of any of the sampled activities. Please refer to the Specification V4 - 'During the assessed performances teachers are not allowed to coach their students'. It is also not acceptable to remove the sound from the video of the candidates' performance, for example, in the rock-climbing activity, to eradicate this issue, and where it is more likely that instructions can be heard from external coaches!

### **Time allocated for the moderation of the skills in isolation and the application of skills, techniques and decision-making in a formal/competitive situation**

Timing of sessions proved to be a problem for a few centres with some spending too long on the skills in isolation or the application of skills in a formal/competitive situation. It is necessary, as has already been stated, that centres show all elements of the assessment criteria to be able to justify the marks that candidates have been awarded. The skills in isolation need to be demonstrated in progressively challenging

situations, followed by small-sided conditioned games, followed by a competitive game – if showing a team/individual game. The length of each will have many variables, including the number of candidates taking part in the moderation as well as the effective planning and delivery of the practices. It is not necessary for the moderator to see the candidates performing a warm-up although for health and safety reasons, it is essential that candidates are physically and mentally prepared for a practical session. If a moderator does not see both and/or enough evidence 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. It is also up to the lead teacher in each activity to decide whether enough evidence has been seen to justify the marks that have been awarded. The rule of thumb is that in a one-hour session, approximately 25/30 minutes should be allocated to the skills in isolation, with 30/35 minutes being allocated to the competitive situation if showing a game. Where the assessment criteria states either the length of time of a dance or acrobatic gymnastics routine, for example, there is an expectation that centres would adhere to that stipulation.

### **Accuracy of centre marking**

Where centres had used the assessment criteria correctly marking was generally accurate.

It was reported that marking was more lenient in the netball activity, with inconsistencies being evident at the top end of the level mark bands. Evidence of candidates demonstrating the more advanced skills and techniques was lacking, such as the running pass, catching on the move, evasion skills such as holding space, and denying space when defending. As with all skills in isolation, the level of demand should not precede the quality of performance. However, to achieve marks in the top-level mark band, there is an expectation that candidates can demonstrate a wide range of skills, and maintain quality in all core skills, and all advanced skills, and when under pressure. The skills should be performed with a very good level of technical accuracy, precision, control, and fluency, as well as with speed and intensity. This is applicable to all sports and physical activities on the list of approved activities.

Marking was also found to be lenient in the trampolining activity with a lack of regard for the quality of the performance of the skills in isolation, especially height and travel.

Where marking was inconsistent, candidates had been placed in the correct rank order, but centres are advised to look more carefully at the assessment criteria to align the performances with the assessment traits at each level.

Centres should refer to the latest published edition of the **Practical Performance Activity Criteria (PPAC) – Version 5** – for additional guidance on how to place a mark within a level band.

Marking during the competitive situations was consistent with the marks that had been awarded. However, where Centres moved from skills in isolation to the application of skills without making use of small-sided

games or conditioned activities as transitional activities, marking of both components was made difficult.

However, candidates that had been marked in the top of Level 4 and Level 5 often showed their evidence on video. The quality of this footage varied greatly but was much improved from last year.

### **Video moderations**

As part of Pearson's continuous commitment to improve assessment and customer experience, a business decision was made to offer a live moderation visit to all centres entered with Pearson in the 2024 examination series. This meant that **the usual requirement of a minimum of 15 candidates** in the cohort to request a live moderation visit was removed. All centres entered in the 2024 examination series were entitled to a live moderation visit by a Visiting Moderator, regardless of their cohort size. However, centres still had the option to request a digital submission on Learner Work Transfer (LWT) if they wished to do so. This option was taken up by many of our international centres, and whilst this is pleasing to see, many had problems accessing the necessary information to successfully upload their digital evidence onto LWT before the final deadline submission date, which was the 5th May.

Many of the remote moderation centres continue to leave it until close to the end of the moderation window before submitting their evidence, and with some even leave their final assessments until the middle of what should be the moderation window. This is not ideal as if there are any problems, for example with 'missing' evidence, or centres have difficulty uploading the video material on the Learner Work Transfer portal this causes unnecessary delays and could be to the detriment of the candidates' marks.

It is also a requirement that any off-site activities that cannot be shown to a moderator as a live event should also be filmed.

In the current specification, centres were also advised to film their live moderation visit if they wish to have the opportunity to request a review of results following the publication of the results.

It was found that the quality of footage varied considerably. To reiterate what has been stated in previous reports: 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.

While the quality of videos is improving overall, there are still several issues which prevent moderators from seeing the justification of marks that have been awarded to candidates, at the higher levels.

These are as follows:

- Candidates are not introducing themselves at the beginning of every activity or wearing sufficiently clear forms of identification throughout the activities. The latter can be achieved by candidates wearing coloured and/or numbered bibs with numbers being worn on the back and front of the bibs/shirts. White

numbers/letters on red bibs appear to be noticeably clear on film. This is also applicable to live moderations.

- Video evidence should not be submitted as a series of clips, especially from separate times. It should be presented as one piece of continuous footage, although the skills in isolation and the application of skills can be filmed separately. To clarify, the camera can be switched off during natural breaks, such as in the golf activity, where the candidate is walking between the shots, or during the changeover of an activity.
- Some centres are showing either too little or too much footage as evidence. Just as in the case of a live moderation, all evidence must be shown from both elements of the assessment criteria. Where it is a requirement that candidates demonstrate 4 skills in isolation, it is necessary only to show that number – no more and no less. The skills should be performed in progressively and increasingly demanding and pressured situations and shown in the context of the activity being performed. The application of skills should be shown as one game – if demonstrating football, netball, hockey, handball, basketball, rugby, for example, the game should consist of two halves of a minimum of 10-15 minutes each. If showing rock climbing, the three best climbs on a wall of appropriate level of difficulty should be shown, or if skiing the candidate should be filmed 'attacking' a range of increasingly challenging and difficult terrain such as moguls and narrow corridors – if they are attempting to access the higher-level marks.
- The video should be very clear evidence of a candidate's performance in an activity and include all elements of the assessment criteria. This is unlikely to be achieved using a mobile phone to capture the required level of quality of evidence. For example, when a mobile phone is used to film a badminton or tennis activity, it is often impossible to see the performance of the candidate hitting the ball or shuttle and the outcome of the shot as in where the ball or shuttle has landed. The same is applicable to the filming of the golf activity, where evidence of where the ball had landed after being hit was often not included in the footage that was submitted for moderation.
- A Go-Pro camera is a good way to follow or keep up with the performer, as in the skiing activity, but if a candidate wears the Go-Pro on a helmet, such as in one of the cycling activities, the moderator is not able to judge the quality of the performance, as all they get a view of is the area in which the ride is taking place.
- Candidates continue to take responsibility for providing their own video evidence for their off-site activities, such as equestrian, boxing, dance, cycling and golf. This continues to be undertaken with little support and guidance from centres. Candidates are often 'tech savvy' and are more than capable of producing their own video footage. However, there needs to be more focus on the need to produce evidence that meets the requirements of the assessment criteria and less on adding extras such as music to the video evidence that is submitted. Some centres are failing to check the quality of the evidence that is being submitted by their

candidates. Concern has been raised about some centres relying on external coaches and instructors to mark the activities without them necessarily having a thorough understanding of the assessment criteria. Centres are responsible for marking all activities using the criteria as they would for any activity that is school based. It is advised that centres take responsibility to make sure that enough evidence is presented, that it is of good quality and that it has been accurately marked against the published activity criteria.

- It is obvious that some centres are not checking the quality of the video footage that is being sent to the moderator which is a pity as the moderator can only mark on what evidence they are able to see. If not all of the evidence is available to the moderator and it is unclear as to who or what they are watching, it is likely that they will recommend an adjustment of marks. Centres should check the quality of the video that is viewed by or sent to the moderator and ensure that the evidence suitably justifies the marks that have been awarded. This could also be conducted during the internal moderation stage.
- Marking tends to be more lenient in centres that submit their evidence by video, which is not a true reflection of the candidates' performance.

The best examples were those who had clearly followed the specification and NEA guidelines and:

- had clearly annotated the video to show skills in isolation where each skill was shown in sections with captions indicating what was being demonstrated. This extended to the application of skill where information such as the level of difficulty, moguls, or off-piste runs in skiing for example, were clearly identified to ensure candidates could access the relevant bands in line with their true ability. During the competitive games, audio commentary was included to identify candidates who are participating in a club match.
- a short storyboard/scenario is uploaded in the 'Administrative' section of LWT. This states which activity each candidate is participating in, their form of identification in each element of the assessment criteria, what skills in isolation they are demonstrating, and the role or playing position in the competitive situation. During long games, a descriptive timeline could be produced indicating when the candidate, who is being moderated, is involved and what they are doing.
- all video evidence is correctly labelled in either candidate or activity-named files.
- all camera functionalities are used to capture the evidence of the practical performance in full, such as wide angle and zoom.

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.** Furthermore, a document entitled '**Guidance on Video Recording**' is available to download from the Pearson website.

## **Adminstration**

- Communication between centres and moderators was generally very good, and most administrative deadlines were met.
- There are issues where centres do not use the most up-to-date Pearson formatted version of the PE2MS form, as the moderator is unable to use any other version than that as it appears on the website.
- Some centres still had problems submitting evidence on LWT, although once again, most deadlines were met. Centres should refer to the published documents, such as **The GCSE and A Level Physical Education Digital Submission Guidance** for further support on how to submit their practical performance evidence on LWT.
- It is important to remember to upload marks onto Edexcel Online in advance so that the clerical check can be conducted prior to moderation sampling being completed.
- Centres are once again reminded that 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 the centre's responsibility to prepare and organise the moderation sample. Centres that are new to Pearson qualifications, or who have new examination officers or lead teachers in post, should be aware that there are plenty of detailed guidance documents on the website. Alternatively, centres that require help and support should contact the Pearson Exam Officer Team via 0344 463 2535, or [TeachingPEandSport@pearson.com](mailto:TeachingPEandSport@pearson.com)
- Pearson have a booking system where you can book an appointment with the PE Subject Advisor at a time and date convenient to you – [link here](#).

Centres are advised to read previous reports from the Principal Moderator, which can be found on the Pearson website, and refer to the 'Instructions for the Conduct of Non-Examined Assessment' document, which includes important information and guidance about the assessment and moderation process for Component 3, the Practical Performance Component.

## **End**

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

Thank you to all for your positive contribution and hard work in making a success of this moderation series.

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