



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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For Component 1PE0_03 – the practical performance component, learners are required to select three practical activities in the role of player/performer:

- **One team** activity from the approved list in the specification
- **One individual** activity from the approved list in the specification
- **One free choice** activity from either of the above

Centres must select the activities from the approved list of activities in the specification, including a range of specialist activities for learners with physical disabilities to choose to perform if they wish.

The Practical Performance Component is internally assessed by teachers and externally moderated by a team of expertly trained Pearson moderators. Centres can choose to have a visiting moderation, or they can submit their moderation evidence by digital submission on the Digital Learner Work Transfer (DLWT) portal.

The moderation process includes moderators sampling thirty learner performances from 60% of the total number of a centre's assessed activities, all of which must be available for the moderator to see.

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 learners 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.

Teachers who have been involved in the moderation process this year are to be commended 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.

Centres opting to show their evidence live are mostly familiar with the moderation requirements, and in the main were very well organised, with ample time given to

activities to evidence and support the marks that had been awarded. Most timetables were well thought out and allowed learners to have sufficient breaks and prepare themselves for their moderation activities. This was less so in centres who have smaller cohorts and where learners are required to participate in more than a couple of activities during the day. More careful planning of activities is required in this situation to ensure that learners are not overworked and prone to picking up injuries on the day.

It has been pleasing to witness so many learners performing with enthusiasm, confidence, focus and motivation during their moderated activities.

Moderators repeatedly report the benefits of holding a mock moderation day. By preparing beforehand, learners know what the expectations are during the moderation of an activity; they are also familiar with the practices and game situations so that they can totally focus in on their own performance and justify the marks that have been awarded by their teacher assessors.

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, and with most candidates being seen to perform to the expected levels at the mark awarded.

Range of activities being assessed in GCSE PE

A full range of sports and physical activities were moderated during this series. Association football, netball, rugby, and handball continue to be the most popular team sports chosen by centres and learners, with badminton and table tennis being amongst the most popular individual sports. There is an increase in the number of

learners who are being assessed in athletics and rock climbing. The number of learners who had been assessed in offsite activities such as acrobatic gymnastics, sailing, skiing, water polo and ice hockey also continues to increase.

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 be 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, it is unlikely that they will be able to demonstrate the more advanced skills and techniques accurately. Although the assessment criteria states that four skills in isolation should be demonstrated for the assessment of this element, there is an expectation and requirement that they should be demonstrated in context of the activity, and include increased pressure, progression and intensity, just the same as is expected and required in any of the other assessed activities. For example, following a continuous rally of high clears, drop shots, and lifts, the skills could be shown in a more realistic continuous rally such as – high serve – high overhead clear – drop shot – lift; for those who have been marked in the higher level mark bands, a powerful smash shot that is hit technically accurately in a downward trajectory, could be added as the final shot in the rally. This would also incorporate differentiation and allow those who have been awarded marks from the various level mark bands to work to their maximum potential and at an appropriate level of demand aligned with their ability and awarded marks. It would also show the more advanced skills of attacking and defending, which

those who have been marked in the top-level bands should be able to demonstrate successfully, and those who have been marked in the lower-level mark bands demonstrating with more errors, or not at all.

Rock Climbing – some centres who 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.

Some centres reported having difficulty in knowing what the requirements are for the assessment of the skills in isolation for this activity. Like most of the activity list of skills in isolation, a hierarchical order is included – either in chronological order as in the list of skills for the gymnastics and trampolining activities i.e., basic skills to advanced skills categories, or they include the skills from core to advanced, as in the netball activity, i.e., catching (one handed, two handed, static, on the move), or shooting where appropriate to position (one/two handed, forward/backward step shot), with those skills stated last being the most advanced of the skills.

For the rock-climbing activity, the same is applicable.

To achieve Level 1, learners must:

- fitting a harness and helmet with instructor support
- belaying with instructor support
- communicating ineffectively with partner
- ascending and descending correctly from route but with errors.

Whereas to achieve Level 5, learners must:

- able to belay with two further devices
- able to demonstrate climbing techniques (ascending and descending) faultlessly and fluidly
- tie clove hitch, overhand knot and figure of 8 on the bight and understand their uses

When showing the ascending and descending skills, for example it is not necessary to demonstrate a full climb; once again, as with the team activities, a conditioned game is not the same as playing a full-sided game, but it shows progression and gives those who are able, the opportunity to demonstrate the more advanced skills and techniques. For example, the learner who was awarded marks in the Level 1 mark band, could demonstrate a climbing route that had been rehearsed, and was straight, and without any requirement to show any foothold or handhold technique, other than making three/four points of contact. The quality of the climb would therefore include the use of core skills, there would be frequent errors, such as hesitating when making the next move, therefore demonstrating an ineffective level of technical accuracy, with little or no precision, control, and fluency.

Whereas the learner who had been marked in the Level 5 mark band, would be able to select an appropriate route (or partial route for demonstration of the skills in isolation), and which would be on sight – unrehearsed - requiring the use of advanced skills and techniques, such as flagging, mantle shelf, hand jams/foot jams. The quality of the climb would include few errors and demonstrate a very good level of technical accuracy, with accurate precision, control, and fluency.

Association Football – it has been apparent that still, some centres are not using the most recent version of the Practical Performance Assessment Criteria (PPAC), which is currently version 6 on the Pearson subject webpage, some 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 current PPAC.

It should also be noted that the assessment criteria for this activity was written for the game to be played as a full sided game outdoors, not indoors.

It is acknowledged that centres with a smaller cohort may struggle to find the numbers to make up a full side 11 v 11 game to show the application of skills, techniques and decision making in a formal/competitive situation, even after using learners from other year groups. In which case the minimum number required would be for the centre to show a game of 7 v 7, on as near to a full-sized pitch as possible, with some adaptations, considering position specific roles for those who are being assessed. It should not be the aim of the centre to show a full game with minimum numbers, and the game should not take place indoors in any situation.

Athletics – this is an activity where centres are entering many candidates for 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 still appear to be the most popular. It is acknowledged and appreciated that more centres are now recognising the importance of using local athletics 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, can be used for candidates to make informed decisions about tactics, and how they can make improvements in the next round of a competition.

It is a requirement that all the listed skills be shown when demonstrating the skills in isolation element of the criteria:

Track events:

Skills/techniques:

- starts
- posture
- pacing
- leg and arm action
- coordination of legs and arms
- stride pattern.

Additional skills/techniques, if being assessed in cross country:

- climbing and descending hills
 - running on different surfaces
 - negotiating tight turns.
-

Field Events:

Jump: high, pole, long or triple.

- run-up
- take-off
- flight
- landing.

OR

Throw: shot putt, javelin, hammer or discus.

- initial stance
- grip
- preparation
- movement
- release
- recovery.

When showing the skills for the former, be it for the sprint events or middle distance events, all learners could demonstrate the same skills of posture, arm and leg action and coordination of arms and legs at the same time, and doing the same practises, using a 10m, progressing up to a 20m area that is marked off with cones. For example, walking and stepping out, jogging, and stepping out, jogging with flick kicks, jogging with high knees, low skips, and high skips, with all being repeated a few times to show consistency of quality of performance for the required named skills.

Those who have then been assessed in the sprinting events could show event specific skills of technique at the start, acceleration from the start from 10m – 20m cones, and the sprint finish using the same distance between the cones. Again, those skills should be repeated to show consistency of quality of performance.

Those who have been assessed in the middle-distance events could show event specific skills such as at the start and running the bend, running into the lane, and pacing – using an area of approximately 20 – 30m. They could show the sprint finish

by working with a partner, jogging side by side – each holding a skipping rope – the learners could take it in turns to let go of the rope and sprint towards the finish; this practise could be shown from approximately 100m away from the finish line.

For the application of skills, it is a requirement that there be some form of appropriately competitive opposition to enable those who have been assessed to work to their maximum potential in a realistic competitive situation, and to allow them to access all listed assessment traits.

It is not acceptable that evidence of this element of the assessment criteria is shown on an urban road (for the cross-country activity), or an unmarked dirt track for the middle-distance events.

Skiing:

It has been reported that the level of demand of the skills in isolation which must be aligned with the marks that have been awarded is not always evident in this activity. 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 '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.

Too often moderators are seeing evidence of learners who have been awarded marks from the top two-level mark bands demonstrating the core skills such as the handling of skis, use of a ski-lift, sidestepping or standing after a fall, and without showing any evidence of the more advanced skills and techniques, which are listed in each of the level band criteria. It is acceptable to include evidence of the core skills if evidence of the more advanced skills and techniques is also included.

For example, to achieve marks from the Level 5-mark band for the skills in isolation for the skiing activity, it is a requirement that learners demonstrate the following skill:

‘• control direction and rate to include rhythmical parallel turning across a variety of conditions, and rhythmical arcs and ability to change amplitude of arcs.’

This should be performed on an appropriate gradient of slope, such as a red or black slope, and be performed with a very good level of technical accuracy, precision, control, and fluency. The same as with the other activities, the skill should be repeated a few times to demonstrate consistency of quality of performance.

It is also a requirement that learners show evidence of them completing **at least** one complete run from start to finish on an appropriate gradient of slope, with those who access marks from the upper-level mark bands demonstrating the more advanced skills and techniques in the more complex situations such as moguls, narrow corridors, deep snow/powder and equivalent. This could be submitted as evidence of them skiing ‘against’ the environment, which is equivalent to showing skills and techniques in a competitive situation, such as a slalom event, if showing downhill, and that is if they do not have evidence of them skiing in a slalom.

Performance of candidates in the skills in isolation

It is pleasing to report that less centres are relying on showing static practices to show the skills in isolation. Many are showing glimpses of differentiated practices, with excellent and effective use of space and marked out grids, therefore setting up practices that are appropriate to the level of ability of the learners and align with the marks that have been awarded.

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 considering the strengths and weaknesses of the candidates, and the marks that have been awarded.

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

Many practices observed by moderators this year were reported as being dynamic, and progressive with an increase in the inclusion of conditioned games, such as 2 v 2, 3 v 2 , and half court games in netball and basketball, for example; the former represent pressured situations, although without any intended outcome.

The addition of small sided conditioned games also aids the transition between the skills in isolation and the competitive situation.

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.

Where centres were able to show structured and developed skills in isolation, this enhanced the quality and accuracy of marking.

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, for example, are shown during the performance of a game, competition, or routine.

As has already been stated, it is good practise to allow candidates to repeat the skills in isolation several times to allow them the opportunity to demonstrate consistency of quality of performance.

Centres are to be reminded that although they only need to show four of the listed skills from the criteria in most of the sports/activities, **position specific skills should be shown** for those who play in the GK position in football, and the GK, GS and GA positions in netball. Practices should be set up accordingly, away and separate to those who are demonstrating other skills in isolation.

Those centres who assess equestrian should pay closer attention to the assessment criteria and note that the 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, with time being used to film those skills that are on the list.

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, gymnastics or 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.

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 nine 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 V5 - '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. There is no set timing for any evidence of either element of the criteria. 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; 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. This is applicable to both live and video evidence. 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 with the full range of marks being awarded. Most learners were placed in the Levels 3 – 5 mark bands, with some being realistically placed in the Level 1 – 2 mark bands, based on the quality of performance of the learners in both elements of the assessment criteria.

It was reported that some centres are giving their learners undue credit for effort or participation, rather than strictly applying the assessment criteria, using the assessment traits and quality of skills.

It was reported that marking was more lenient in the netball activity, with inconsistency 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 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.

There was a noticeable difference in the marking where boys had been assessed in the netball activity. Although in most cases they possessed the necessary physical skills and fitness to perform in both elements of the criteria, they lacked knowledge of the rules, which had an adverse impact on them being able to apply effective decision-making skills, strategies, and tactics.

The same has been reported by moderators when observing girls performing in the football activity, where there was a tendency for centres to overmark.

Although **'The assessment was created based on a gender neutral/inclusive basis and there is no policy on gender during competitive situations.'**...it is important that the assessment criteria is applied consistently, fairly and strictly, and is based on the quality of the performance of the skills in isolation, and the application of skills, techniques and decision making in a formal/competitive situation.

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. There is still a tendency to mark 'just' the physical skills in the application of skills, techniques and decision making in a formal/competitive situation, rather than use all assessment traits, such as decision making, influence on self and others during the performance, application of tactics and strategies, communication skills, adaptation to the environment/conditions/situations, motivation/focus, and knowledge and understanding of the rules and regulations of the sports and activities.

Centres should refer to the latest published edition of the **Practical Performance Activity Criteria (PPAC) – Version 6** – for additional guidance on how to place a mark within a level band.

Where learners had been marked in the top of Level 4 and Level 5 during a visiting moderation, evidence of the competitive performance was often available to view on video as it represented the learners competing at their sport/physical activity at a higher level, which is acceptable.

Where centres had conducted the process of internal standardisation, marking was more accurate as centres had a shared understanding and application of the assessment criteria.

Video Moderations

As last series, all centres entered in the 2025 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 of May.

Many of the remote moderation centres continue to leave it until close to the end of the moderation window before submitting their evidence, with some leaving 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 learners' marks. Centres should be reminded that they can assess and film the evidence of the practical component at any point during the GCSE PE course.

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 opportunity to request a review of results following the publication of the results.

It was found that the quality of footage varied considerably. Much of the video evidence that was produced by centres was very good. Centres were meticulous in the preparation, collation, and submission of their video evidence. Many produced documentary evidence for the moderators to use to identify their learners, and a timeline to highlight when those who had been assessed were taking part in a lengthy game of club/district/county football or rugby match, and were involved in key moves/situations during the competitive game.

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 video evidence 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 appears to be noticeably clear on film. Aim to avoid white numbers on yellow bibs, and black numbers on blue bibs! This is also applicable to live moderations. Teachers know who their learners are, moderators do not!
- **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. It is not necessary that the camera is left on to film the change over of activities or the setting up of equipment as this adds to the files being too big and makes it a lengthy process to upload them on LWT.

- Some centres are showing either too little or too much footage as evidence. Just as in the case for a live moderation, all evidence must be shown from both elements of the assessment criteria. Where it is a requirement that candidates demonstrate four 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 context of the activity being performed. The application of skills should be shown as one game – if football, netball, hockey, handball, basketball, rugby, for example, and consist of two halves of a minimum of 10-15 minutes. If showing rock climbing the three best climbs on a wall of appropriate level of difficulty should be shown, or in skiing the candidate should be filmed ‘attacking’ a range of increasingly challenging and difficult terrain such as moguls and narrow corridors – if they are accessing 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 is a view of the area in which the ride is taking place.

- When using VEO make sure that it has sound and zoom functions.
- 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 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 a good quality and that it has been accurately marked against
- 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 all evidence is not 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.
- It is evident that several of the video centres submit their evidence for the skills in isolation which has been filmed at different times and then uploaded as

individual clips. This is not acceptable, and as with the moderation visits, evidence must be filmed of each element of the assessment criteria being performed at the same time, the same way in which a lesson would be delivered. It is acceptable however, that the skills in isolation are filmed separately to the application of skills, techniques and decision making in a formal/competitive situation.

- Marking tends to be more lenient in centres who submit their evidence by video, and which is not a true reflection of the learners' performance.

The best examples were those who had clearly followed the specification and **GCSE Physical Education Instructions for the Conduct of Non-Examined Assessment (NEA) Practical Performance (1PE0/03) & Personal Exercise Programme (1PE0/04) Summer 2025** guidelines and:

- Had clearly annotated the video to show skills in isolation where each one 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 is 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 their 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.

Administration

- 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, and 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 still had problems with submitting evidence on DLWT, 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 the moderation sampling being completed.
- Ideally centres should insert the names of their learners on the PE2MS in the same order as they appear on the Edexcel Online form which is in learner number order.

- It is the centre's responsibility to prepare and organise the moderation sample. Centres who are new to Pearson qualifications, or who have new examinations officers, or lead teachers in post, should be aware that there is plenty of extensive 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

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

Centres should also be aware that it is possible to access exemplar material of Component 3 from the Pearson library, and which can be found on the website:



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.