



Pearson
Edexcel

Examiners' Report
Principal Moderator Feedback

Summer 2022

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 03: Practical Performance

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Introduction

This report considers the moderation of task **9PE0 03** for the examination series 2022.

Work for this series was submitted for the purposes of external moderation through live moderation and the Worker Learner Transfer platform. Although there were some issues linked to uploading work onto the platform, most were overcome swiftly.

Centres are thanked for the efficient administration of this examination series and the regular and helpful communication established with moderators. Moderators commented on the high quality of the administration and communication throughout the series.

Candidates and teachers are congratulated on the quality of the work following two years of disrupted learning and teaching due to the impact of the Covid-19 pandemic.

There were few reported problems with visits, administration, or deadlines for the submission of work. The quality of the recorded material continues to improve, with a number of excellent submissions, although this remains an area for further improvement in order to enhance the consistency of this aspect of the moderation process.

Component 9PE0 03: Practical Performance

The quality of performances ranged from being good to outstanding, including a number of elite level performers, who achieved maximum marks. Moderators reported that much of the marking was accurate and in line with national standards, although some work had been marked either leniently or, more occasionally, severely.

Moderators commented that, as with previous series, the attitude, behaviour and work ethic of the candidates, and others involved in moderations, such as peers added to the team numbers or for the coached sessions, were excellent.

Football, netball, and rugby union continue to be popular activities in many centres with a spread of ability observed in all three sports. Moderators commented on the high quality of performances in rugby, hockey, and dance.

Recorded evidence:

Many centres opted to provide recorded evidence.

This evidence was better than in previous years, although still variable in quality. Most candidates were clearly identified together with an unobstructed view of the performances. A suitable range of practices was included to stretch the candidates who were readily identified in the formal / competitive setting. In many recordings candidates had introduced themselves to camera and were identified in numbered / coloured bibs or shirts.

In some instances, the quality of recorded evidence was less good and sometimes failed to support the marks awarded by the centre. In these cases, it was difficult to identify the candidates, practices lacked demand and in a number of instances the performances were simply too far from the camera. Moderators reported that some evidence seemed to be supplied using student phones which was often of indifferent quality with the evidence failing to support centre marks.

Concerns were expressed by some moderators about the limited range of evidence for athletics, gymnastics, and swimming.

All centres need aim to ensure evidence is provided for both structured practices and competitive performances.

Live moderation:

Although fewer in number, moderators attended a number of well organised live events.

Practical sessions had been planned carefully to enable candidates across the ability range to perform at optimum levels and there were frequent comments from moderators about the impressive standards and the positive attitude of the candidates.

In many centres, following a series of increasingly demanding structured practices, full-sided matches of football, hockey, netball, and rugby were observed, often involving additional players of a high standard to support the overall high quality of the performances. Moderators reported observing a number of outstanding conditioned practices and match scenarios at live events.

Coaching:

Few coaches were observed. The coaches planned activities at an appropriate level, and it was encouraging to see them seeking to improve the quality of performances of those in their group rather than simply 'leading' them by setting up drills and offering generic encouragement and praise. This was an area of progress from prior to the pandemic.

Shin pads for football matches:

Moderators commented on the large number of footballers not wearing shin pads for the competitive / match play situations, where contact and tackling were regular features of the action. At several live events play was stopped to enable players to put pads on. All centres are asked to ensure players are wearing shin pads for this part of the moderation process.

Overall:

The quality of many of the practical sessions was commensurate with the range of abilities considered and planned to enable candidates the opportunity to demonstrate skills in both a formal setting and under the pressure of opposed scenarios.

Centres are reminded of the need to provide evidence of skills, techniques and decision making under pressure, to meet the demands of a conditioned practice **as well as** the formal/competitive situation. Such evidence should be unedited, not a compilation of highlights.

As moderators consider their judgements on the evidence provided, centres need to consider the guidance provided in the specification and the guidelines provided by Pearson.

It is pleasing to report that much of the practical work was of a very good standard. The quality of many performances allowed high marks to be awarded and these were frequently supported through the moderation process.