



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Physical Education (9PE0)
Component 3: Practical Performance

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This report reviews the moderation of 9PE0 03 for the examination series 2019.

Work for this series has been submitted for the purposes of external moderation through live moderation and CD Rom or USB pen drives.

Centres are thanked for the efficient administration of this examination series and the regular and helpful communication established with moderators.

General Comments:

There were very 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 specification.

Only a few centres opted to video the practical work so that it could be offered as evidence should the centre request a review of marks post moderation.

Component 9PE0 03: Practical Performance

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

Moderators commented once again that the attitude, behaviour and work ethic of the candidates, and others involved in the moderation, 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 wide spread of ability observed in all three sports. Moderators commented on the high quality of some of the dance and tennis and the range of activities seen from across the specification.

Moderators reported on well organised the live events. Most practical sessions had been planned 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.

Although most candidates continue to offer the performer role, there were a number of coaches observed. Most coaches planned demanding activities, and it was encouraging to see candidates seeking to affect the standard of performances of those they were working with, rather than just setting up drills and simply offering encouragement and praise. This was an area of progress from the previous two years.

The majority of practical sessions were commensurate with the range of abilities considered and were planned to enable candidates the opportunity to demonstrate skills in both a formal setting and under the pressure of opposed scenarios. Occasionally there were situations when the level of demand was hampered by having too few participants to enable more advanced activities to take place.

Moderators also reported that for certain sports, such as rugby, cricket and athletics, it remains the case that it is difficult to observe performances in the full game / formal setting because of a lack of numbers or for seasonal reasons. In these circumstances, most centres provided video evidence to support this aspect of the assessment, although the quality was sometimes of indifferent quality. In a number of centres though, 11v11 football and 7v7 netball matches were seen. Advice and guidelines about how best to record this aspect of the submission may be found in the specification and through training opportunities provided by Pearson.

A number of centres opted to provide recorded evidence. This was done better than last year and in some cases the quality of recorded evidence was of a high standard. Most candidates were clearly identified with the material providing good quality and unobstructed view of the candidate(s) performing. A suitable range of practices was included to stretch the candidates who were readily identified in the formal / competitive setting, which had appropriate quality footage. In many recordings, candidates had introduced themselves to camera and were identified in numbered / coloured bibs or shirts.

However, in some instances the video evidence provided was of a disappointing quality and failed to fully 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 just too far from the camera.

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.

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

Overall though, it is pleasing to be able to report on the very good standard of much of the work. The quality of many performances allowed high marks to be awarded with confidence and these were frequently justified through the moderation process.