



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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As last year, it is pleasing to note that centres have generally been able to show a high level of commitment to ensure that they understand the moderation procedures and marking criteria. Teachers involved in the process have worked hard to prepare their candidates to ensure that they have been able to maximise their potential in most activities and justify the marks that were awarded to them by their teacher assessor. Candidates have responded positively to their teachers' demands, support and encouragement.

The purpose of the moderation visit is to assess the centre's ability to award marks accurately and consistently across all activities. It is necessary that centres provide evidence of **all** elements of the assessment criteria – skills in isolation and the application of skills in a formal/competitive situation – to justify the marks that have been awarded to candidates and so that those marks can be moderated. Candidate performances in both elements must also clearly show the marks that have been awarded by the teacher assessors. Across centres visited most candidates created an excellent first impression, wearing appropriate kit, being easily identifiable and approaching the moderation with a mature attitude.

Except for those centres who are new to the specification, all are familiar with the requirement to show three activities – one team, one individual and one other - from the approved activity list in the specification.

The criteria allow for a wider spectrum of performances and greater differentiation between candidates. There was a full range of ability across the activities with very few achieving marks in Level 1; some at Level 2; a greater number at Level 3; the majority achieved marks at Level 4 and a few in Level 5.

A wide range of activities was observed this year, with football, netball, rugby union, badminton, table tennis, athletics and trampolining being most popular. It has been noted that there has been an increase in the number of candidates offering boxing, handball, rock climbing and skiing as one of their assessed activities.

Performance of candidates in the skills in isolation

There has been an improvement in centres showing the correct number of skills for this part of the moderation.

To achieve an accurate assessment of marks during the moderation of the skills in isolation centres must ensure that practices are differential and allow those at the higher level of the marking bands to demonstrate the more advanced skills and techniques in a dynamic and contextual situation. Differentiation by grouping is very useful, however, the tasks must be planned to allow all candidates to justify the mark awarded. This could be achieved by candidates in the higher mark bands completing further or different practices to those who have achieved marks in the lower mark bands.

Too many centres, however, are still showing static and simple type practices which do not allow candidates to justify the marks that they had been awarded. Some are taking the requirement to show '**the performance of skills and techniques in isolation/unopposed situations**' (pp15 of the specification) – too literally. Those who are able to access marks in

the higher-level mark bands **must** show skills that are **more complex** as well as being **more challenging and demanding**. A reminder has been included in the Initial Contact Questionnaire (ICQ) in point 11 for centres to show:
Differentiated practices should be included in all activities to extend all ability levels within an activity e.g. football.

As a reminder, 'unopposed' situations refer to skills not being performed in a competitive game/situation, which has an end result. If demonstrating 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 static 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, such as badminton, candidates should be able to demonstrate the skills as a combination of strokes and techniques, which would require them to perform at a very good level of technical accuracy, precision, fluency and control to achieve success, such as hitting an overhead clear high and to the back of the court consistently, and then move to the net for a net shot which just tips over the net; another example is being able to end the rally of shots with a powerful and accurate smash shot (this would not mean that they would score a point at the end of the rally). This kind of scenario enables those who are being awarded marks in the higher-level band the opportunity to maximise their potential.

Many centres had obviously rehearsed the skills practices which enabled candidates to focus on the quality of their performance rather than have to concentrate on what was required of them during the practice. This is good practise and recommended prior to the moderation visit, although candidates do require a reasonable amount of time in between a mock moderation and the actual moderation to allow for them to recover.

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

Centres are advised to look carefully at the activity criteria as the more advanced skills do appear in the guidelines of what skills candidates should be demonstrating to meet the requirements of a level for most activities, with the more simple skills appearing at the top of the list and the more complex skills appearing towards the bottom of the list, for example in the skiing activity. It has been reported that candidates who have been awarded marks in Level 5 are continuing to show the basic skills of putting on skis, getting onto a lift and getting up after a fall, for example which does not provide enough evidence to support the higher-level marks. Candidates who access marks in the higher levels must demonstrate the more advanced skills such as a controlled rate of descent and direction using a range of advanced techniques – carving, short radius, amplitude, linked parallels, co-ordinated pole plant, for example. The latter should be demonstrated on appropriately challenging and demanding terrain such as a red slope or a black slope.

In the trampolining and gymnastics activities a specific list of hierarchical skills has been included as a guide to help teaching staff to assess the skills at the correct level. Where a hierarchical list of skills has not been included in the activity criteria it is expected that teachers use their expertise and knowledge of an activity to make a judgement in the

difference between a simple and complex skill. 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.

Showing the skills in isolation in athletics is very mixed, with some centres providing high quality evidence of how to present this section of the assessment, while some barely demonstrated the stated skills to justify the marks that had been awarded. It is possible to show the skills in isolation for the middle-distance events for example by planning a series of drills to highlight the arm and leg action as well as the body position, the starting position and first few metres as well as pacing towards the end of the race with a sprint finish. Centres are reminded that it is not necessary to show the skills in isolation over the whole distance. It is recommended that the skills are shown over approximately 10-20m depending on the skills being demonstrated and using cones to indicate the distance for candidates to run in between. When pacing this could take place from the 50m mark up to about 20m before the finish, when a sprint finish to the line could be shown.

As stated in the previous report while there is an expectation that those who are awarded marks in the higher marking bands can show more advanced skills, 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 rock climbing, for example where marks were awarded for candidates who had performed the more advanced skills such hand jams and overhangs, without achieving the necessary level of technical accuracy, speed, control, precision and fluency.

It is only necessary to recruit the help of additional students for certain aspects of the moderation of an activity, for example if numbers are so low that a candidate who is being moderated is unable to perform a required skill or technique, or for a conditioned game or for a full competitive game/situation. It has been reported that many centres included too many students at inappropriate times, making it difficult to moderate the marks of those who had been assessed in an activity. This can also prove to be an unnecessary distraction for 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, and a full competitive game in a team or individual sport.

There were a few issues with some centres failing to recognise what constitutes a formal situation, in activities such as rock climbing and boxing, as well as athletics and swimming. It is a requirement for centres to show candidates performing in an appropriately challenging situation in the former, such as during a climb of an appropriate level of difficulty that allows the advanced skills and techniques to be shown such as the mantle shelf, foot/hand jams and overhang reflecting the quality of the body position and balance; it is recommended that candidates are able to demonstrate three of their best climbs. The climbs should be performed completely independently of any instruction from anyone on the ground, including teachers and/or instructors. In the boxing activity it is necessary that candidates perform a competitive bout of 3 x 2-minute rounds.

For the athletics and swimming activities it is necessary that candidates demonstrate a fully competitive race or event against appropriately challenging competition. It does not reflect the higher marks seeing a candidate running a 1500m on their own or a javelin thrower performing three throws on their own. If candidates are offering athletics as one of their assessed activities it is suggested that centres plan ahead and use any of the competitive meetings/events, such as inter/intra-school/house competitions that may take place in the summer months and film the candidates in a realistically competitive situation. This evidence can then be presented to the moderator for that element of the assessment criteria, with the skills in isolation being shown separately as either recorded evidence or as a live evidence.

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 to refer to the information in the Non-Examined (NEA) Document, which can be found on the Edexcel website, and which are based on the appropriate National Governing Body regulations and recommendations.

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. Also, football goals should be of the correct size when playing on a full-size pitch/field. Centres who have candidates being moderated in the goalkeeping position must use the appropriate size goals to enhance opportunities for those candidates to demonstrate all skills in a realistic situation.

Activities that are being assessed and moderated should be shown in context using the correct facilities and resources such as in the road cycling activity, which stipulates that the competitive situation must be over in a competitive road race or time trial over 10 miles. Mass participation events and schemes such as 'Bikeability' are not appropriate for the purpose of the GCSE PE assessment, as they do not allow candidates to demonstrate all aspects of the criteria.

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 on a regular basis during the competitive situation. Centres are reminded that marks are to be awarded for this section of the assessment criteria using a 'best fit' and holistic approach. All assessment traits should be considered when marking an activity, **NOT** just the performance of the physical skills. The other traits such as the application of decision making skills – when to make a move or pass, application of tactics and strategies – if defending or attacking, overall contribution to (team) play – motivation to perform and affect performance/play, level of communication during the game to effect performance of others – ability to support others, direct play, influence on performance/team – using physical and decision making skills, ability to adapt to the environment – weather conditions, conditions of terrain if skiing and ability to combat these. In many instances' candidates were not able to justify the marks that had been awarded due to lack of appropriate competition and limited understanding and application of tactics, particularly in handball.

Centres should also use all the marks available rather than using the top and bottom of the level marks.

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 if necessary.

Common Issues

- It is a concern that more candidates are being asked to take responsibility for providing their own video evidence for their activities, such as equestrian, boxing, dance, cycling and golf. This is usual where the candidate has taken part in an activity that has been completed outside of school. While this is perfectly acceptable, it is being noted that this is often being done with little support and guidance. Some centres are failing to check the quality of the evidence that is being submitted by their candidates. More importantly some are 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 the activity criteria.
- 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 warmup 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 has been reported that some centres are not showing the skills in isolation separately to the competitive situation, namely in dance, swimming, athletics and swimming. It is a requirement that centres show candidates demonstrating the skills as listed in the activity criteria outside of the competitive performance or routine. Candidates should select four of the listed skills and repeat the skills a couple of times in context and to appropriate music; for example, one of the skills could be travel, in which case they could demonstrate travelling down the room from corner to corner; the skill of elevation could also be demonstrated in this format. In swimming, there is an expectation that candidates are able to demonstrate all of the skills listed in the criteria; they should be observed performing a length showing each of the skills if the pool is 20m long for instance; in which case they would perform one length showing arm action, followed by one length performing the leg action, until all skills have been shown. Obviously, it is possible to combine the skills of breathing technique and body position. As in the case of athletics it is not necessary that candidates perform the skills in isolation over the whole distance of the event.
- Internal standardisation is essential for accurate and consistent assessment. This is being completed effectively in most centres. There is evidence to suggest that this is less successful where centres offer off-site activities or where candidates take on responsibility for gathering their own evidence for an activity that is performed outside of school. It is important to ensure that teachers mark all the assessed activities using the activity criteria as published in the Practical Performance Assessment Criteria (PPAC). Lack of internal standardisation can lead to overmarking of some activities which can in turn lead to a moderator recommending an adjustment of the marks.
- It is only possible for centres to assess activities that appear on the approved list in the specification. It is not possible to deviate from this list.
- The quality of delivery and assessment of some of the off-site activities needs to be considered, as it was reported that some centres who are taking their candidates on a short residential are awarding marks in the higher-level bands when candidates are not necessarily achieving the appropriate level of quality of performance to justify the marks. Candidates also lack the necessary experience in such activities which prevents them from accessing marks from all traits in the application of skills in a formal/competitive situation.
- Centres who are offering skills in isolation from one area of an activity for assessment and moderation to that of the application of skills in a formal/competitive situation is causing a problem. For example, candidates have been presenting evidence of the jazz

style of dance for the assessment of the skills in isolation and then offering a modern contemporary style for the assessment and moderation of the application of skills in a routine. Another example is of candidates showing a different swimming stroke in the skills in isolation to the one that is performed in the application of skills in a competitive race. It is essential that the style or event is the **same** for the assessment of both elements of the assessment criteria.

- The specification has been written based on gender neutral and inclusivity policies. Therefore, it is quite possible and acceptable for girls and boys to participate in any of the activities on an equal footing and be assessed using the criteria as the basis for assessment. It is up to the centre as to whether they wish to include boys and girls participating together and at the same time in an activity during moderation. This will also depend of course, on the national governing body rules and regulations, the centres' resources and equipment and the health and safety issues that may arise from this taking place. However, if a moderator selects one girl in a sport such as handball and five boys to sample, and the centre is not used to having the boys and girls taking part in the same activity at the same time, it is up to the centre to organise a situation where it is possible for the moderator to see the selected sample as requested.
- It is necessary that evidence of **all** assessed activities is available to the moderator. An activity that has been assessed can be moderated either as a live activity, during a visit, if a centre meets the required number to warrant a visiting moderator, or it can be submitted as video evidence, either as an off-site activity, or as part of the total evidence for a DVD moderation.
There should not be any obstacles to the filming of any activity, such as in the case of swimming, or at a rock-climbing wall, for example. If it is not possible to appropriately film an activity for any reason candidates will not be able to use that activity for assessment and will have to find an alternative activity.
- It is a centre's responsibility to read the activity criteria carefully to ensure that all of the requirements are being met, including the dance activity where it is a requirement for candidates who are taking part in a group dance to perform in a group of no more than five performers. Some are filming dance performances i.e. shows where there is a large number taking part and which is in excess of the stated numbers. The reason why the number of five has been stipulated is so that candidates have the opportunity to achieve all the listed assessment traits using a best fit approach to marking.

DVD Moderations

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

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 reported that fewer centres took up this option in comparison with last year.

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**.

While the quality of DVDs 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 very clear on film. This is also applicable to live moderations.
- 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.
- 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 challenging 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 approximately 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 recording 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.
- It is obvious that some centres are not checking the quality of the DVD that is being sent to the moderator which is a pity as the moderator can only mark 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 DVD 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 carried out during the internal moderation stage.

Administration

- Communication between centres and moderators was generally very good and the required deadlines were met. Clerical errors were few and the transference of marks from the PE2MS to the online mark form was excellent.
- 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 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 their continued efforts to adjust to the current 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 this second moderation series.