

GCSE Physical Education

Teaching guide: NEA

Version 2.0: September 2020



Please note: this guide has been updated to include the new activities which can be assessed in summer 2022. It does not reflect changes to the 2021 assessments.

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Introduction

This guidance has been produced following feedback from teachers in order to support with the delivery of the non-exam assessment (NEA) for GCSE Physical Education, in particular, with the elements of the course where teachers have requested additional support during the first full series of the specification. It is not intended to replace the specification document but should be used in conjunction with it.

Summary of the non-exam assessment (NEA)

The non-exam assessment (NEA) aspect of the qualification requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below.

This aspect of the specification requires students to:

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and individual activities.

There are two aspects to the NEA:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation).

The performance assessment will be moderated by visiting moderation. The performance analysis and evaluation assessment will be collected by the moderator and moderated outside of the moderation visit. For any activities that cannot be replicated live at moderation, schools/colleges must ensure that audio-visual evidence is available.

It is not mandatory to record all student activities, however schools/colleges can choose to do so if they feel that students would be unable to replicate their performance, to the awarded mark, at live moderation. Any live evidence shown on the day must be recorded by the school/college. If you do not have audio-visual evidence from live performances you will not be able to submit a post results enquiry.

Assessment

Performance assessment (practical performance)

Students are assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity; one must be in an individual activity, with the third assessment being in either a team or individual activity.

Students can be assessed only in the activities identified in the specification, which are those stipulated in the Department for Education's (DfE) *GCSE, AS and A-level activity list for physical education*. Students cannot be assessed in any other activity.

Students are assessed on their skills in progressive drills (Part 1) and in the full competitive context (Part 2) for each of their three activities.

Part 1 - Skills

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their three chosen activities. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills.

Part 2 - The competitive context

Students must demonstrate their ability to apply the core skills/techniques in the fully competitive context of each of their three chosen activities. The following outlines the expectations of what meets a competitive context across all of the activity areas:

Activity	Competitive context
Climbing	Climbing can be undertaken in the formal or competitive context.
Dance	Dance must be performed in the presence of a visible audience (minimum of 10) and the genre taken from the list of permitted genres in the specification (v1.3).
Diving/Individual gymnastics/ Trampolining/Acrobatic gymnastics/Figure skating	There must be evidence of judging. Tariff details are required.
Net players	Net players must play using the correct scoring and serving rules/rotations with the recognised points being played for.
Cricket	There must be evidence of umpiring. (It is good practice to support batting/bowling with a copy of the scorebook.)
Invasion games and Boxing	There will be officials (ie referee) present, and competition duration will be age/competition specific. Boxing will adhere to the guidance set out by England Boxing.
Golf	This should be a minimum of 9 holes stroke-play, or match-play. It can be individual playing against par (lowest level of competition) or against opponents.
Equestrian	There should be evidence from a competition. A dressage score sheet, for example, may be suitable supplementary evidence.
Cycling/Athletics/Swimming/ Rowing/Sculling/ Kayaking/Canoeing/Skiing/Snowboarding/ Sailing/Windsurfing	These will involve time keeping/measuring whilst making it apparent that other competitors are in attendance.

In all of the above there must be a desire by the student to win/perform to their optimum level.

Performance analysis assessment

Students are required to analyse and evaluate a performance in one activity from the specification to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

Students can analyse and evaluate their own performance **or** the performance of another person, so long as it is in an activity that is from the specification.

Students can analyse and evaluate their own performance in an activity that they have not used for one of their practical marks.

Analysis – strengths and weaknesses

Students analyse performance in one activity from the specification in order to identify and justify suitable strengths and weaknesses in that performance.

Strengths

With reference to recent competitive performances in the chosen activity, students should identify two strengths.

- One strength should be a fitness component (relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefitted performance.
- One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity. If a skill is chosen, reference should be made to the technique used and how that technique benefitted performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it benefitted performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement benefitted performance.

In choosing these strengths, students **must fully justify** their choices, making reference to the impact and benefit they provided in recent, fully competitive performances.

Weaknesses

With reference to recent competitive performances in the chosen activity, students should identify two weaknesses.

- One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.
- One weakness should be a specific skill (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate) where improvement is needed. If a skill is chosen, reference should be made to the technique used and how that technique hindered performance. If a tactic/strategy is chosen, reference can be made to a description of the

student's role within that tactic/strategy and how it hindered performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performance.

In choosing these weaknesses, students must justify their choices, making reference to how competitive performances have been negatively affected.

Evaluation – the use of theoretical principles to cause improvement

Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.

This plan of action must include:

- an identification and justification of an appropriate training type to improve the fitness weakness
- a full description of one training session that provides an example of what could be used for the performer, including calculated and justified intensity
- an explanation of how prolonged use of the identified training type could improve the fitness weakness
- an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness
- an explanation of how the additional specification content selected could lead to improvement of the identified skill/tactical weakness.

Theoretical content chosen must be justified in relation to the identified personal weaknesses with an indication of how improvement is likely to occur.

Students will not be assessed on whether improvement actually occurs.

Presenting work

Students can choose to complete their analysis and evaluation verbally as an interview or as a written piece of work. It is possible to do the analysis verbally and evaluation written (or vice versa).

Written work

- It is preferable that written work is typed.
- Written work can be completed in stages and outside of lesson time - eg at home.
- Written work must be available for moderation.

Verbal interview

- Verbal interviews should be conducted at a time set by the teacher.
- Students can bring written notes to the verbal interview, but these should not simply be read

verbatim as a script.

- Questions from teachers should not lead student answers, ie assist with the content. Questions should allow students to follow the designated process of the work.
- The interview must be evidenced by an audio-visual recording, which must be available for moderation.

Feedback and control

Students do not need to be directly supervised at all times but you must ensure that there is sufficient supervision of every student to enable their work to be authenticated ie that the work that an individual student submits for assessment is his/her own. Work may be completed outside of the school without direct supervision, provided that the school is confident that the work produced is the student's own.

In terms of providing feedback to students on their work, you may review students' work and provide oral and written advice at a **general** level, and then allow students to revise and re-draft work. This advice should relate to general aspects of the process, not specific elements of content. General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

However if you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria
- give detailed feedback on errors and omissions which limits students' opportunities to show initiative themselves
- intervene personally to improve the presentation or content of work;

then you **must** record this assistance and take it into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given.

You must not provisionally assess work and award a mark and then allow the student to revise it.

Levels of response grids

Students are assessed against the levels of response grids provided in the specification. The levels of response grids provided here have been generated to help you to allocate marks on a 'best fit' principle. They are intended to help you recognise which of the 'levels' best represents a student's ability against the different elements of the level descriptors.

15 marks are available for the analysis and 10 marks are available for the evaluation. Note that no actual marks are awarded for each column on the following grids, but separating out the required evidence in this way will help you identify the most appropriate level for the performance being assessed.

Analysis level (15 marks)						
Level	Mark	Demands of the activity/ sport specific terminology	Strengths and weaknesses (fitness components)	Justification, including impact on activity	Strengths and weaknesses (skill/tactics)	Justification, including impact on activity
5	13-15	Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements and terminology.	Clear, detailed, in-depth self-analysis for all strengths and weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact.	Clear detailed in-depth analysis for all strengths and weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact
4	10-12	Good knowledge and appreciation of the demands of the activity. Fully conversant with most movements and terminology.	In-depth self-analysis although some strengths or weaknesses are clearer than others.	Most are fully justified with reference to recent performance(s), although some are clearer than others with regards to the impact.	In-depth self-analysis although some are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others
3	7-9	Shows some knowledge and appreciation of the demands, conversant with many moves and terminology, but is occasionally unclear.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing, or only applied to a single performance
2	4-6	Some knowledge and appreciation of the demands but frequently lacks depth and may show confusion within some terms.	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performance(s).	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances
1	1-3	Limited knowledge and appreciation. A few movements and aspects of terminology are used.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performance.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performance.

Evaluation level (10 marks)						
Level	Mark	Suitable training type	Personal needs	Intensities calculated	Theoretical area	Application of theoretical area
5	9-10	Appropriate type chosen and fully understood. Fully evaluated and justified with reference to how it will remedy the fitness weakness.	Training session and justification of training type makes particular and detailed reference to the personal needs/safety considerations of the performer- not generic. The session is detailed throughout.	Calculated, fully justified and linked to the needs of the performer.	Fully relevant (from the specification) and explained in detail.	Fully explained and justified as to its relevance and how improvement will take place.
4	7-8	Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking.	Training session and justification of training is mostly detailed, and personal to the needs/ safety considerations of the performer. The session contains some detail, although this is not always consistent in its detail.	Calculated with some basic justification to the needs of the performer.	Relevant (from the specification) with some detail given.	Justification is given although this may be less than that of the training type (with reference to improvement).
3	5-6	Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited.	The training session is rather general and not fully applied to the needs/safety considerations of the performer. Lacks detail.	Calculated with limited justification to the needs of the performer.	Relevant but only partially explained.	Justification is attempted but limited. No element of detail to the impact upon performance.
2	3-4	Training type may be appropriate but lacks justification/evaluation in any detail to the fitness weakness.	The session is appropriate but considerably lacking in detail, with few personal needs considered.	Intensity calculation attempted - perhaps not wholly. Little to no justification to the needs of the performer.	Relevant (from the specification) with little or no explanation.	Attempt at justification but the impact on performance is limited or absent altogether.
1	1-2	Training type may be limited but appropriate or even inappropriate. If appropriate, there is little to no justification or evaluation.	Explanation of the session may be irrelevant or general and not personalised.	Intensity calculations are absent or incorrect and not justified.	Might be irrelevant (not in the specification) or has no explanation.	No application to how improvement will take place.

Using technical terminology

Students should use appropriate terminology that a performer would associate with that sport/activity. Students may often go on to explain that specific term in depth, eg 'bowling a Yorker' - the student may explain how the technique differs from a normal delivery, and what the resultant ball bowled looks like in terms of line and length. Explaining key technical terms will indicate the student's level of technical knowledge.

In the analysis section students will have to demonstrate their **level of technical knowledge** by how well they understand errors in technical/tactical performance. This is often demonstrated by how aspects of skills/tactics affect other elements of execution of skills/tactics, and the resultant impact on performance. An example may be around grip and backswing in tennis; how errors in this aspect of technique contribute to errors when striking the ball, and the ability to impart spin as desired, and the effect this has on shots played and performance in specific rallies. Students who do this well will understand the subroutines of their appropriate skills.

Teacher online standardisation (T-OLS)

Further guidance on assessing your students is available on our teacher online standardisation ([T-OLS](#)) site. Here, you can see a range of practical and written performances that have been marked by the Lead Moderator. You can mark the samples yourself and then compare your marks with the marks and comments of the Lead Moderator.

Special requirements/injury

Access arrangements

Access arrangements enable students with special educational needs, disabilities or temporary injuries to take our exams and assessments.

Adaptations and reasonable adjustments to activities

Any of the listed NEA activities may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It's important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; often it is the context of the performance which changes, such as the use of adapted equipment or rules and regulations. In some cases, a particular move or technique required in an activity can be substituted for a suitable alternative, as appropriate.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria. Adapted activities will not be accepted for assessment unless approved by AQA.

Schools and colleges can apply online at

[aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa) or email

accessarrangementsqueries@aca.org.uk for advice.

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this after the assessment.

Exams officers can apply for special consideration online at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

The following table provides additional guidance for schools and colleges about what you need to do when students are injured or ill during the course.

Schools and colleges may apply for special consideration in respect of any injury or illness that affects or prohibits performance at the time of the student's assessment, ie before marks are submitted to AQA.

When the injury occurs	Situation	Action
Before commencing the course.	The student cannot complete the practical performance element of the course due to injury.	Award 0 marks for the practical performance. School/college may wish to submit a special consideration application through e-AQA.
	The student has not been assessed, no practical performance marks are available and there is no audio-visual footage.	Award 0 marks for the practical performance. School/college may wish to submit a special consideration application through e-AQA.
Before mark submission.	The student has been assessed, practical performance marks are available but there is no audio-visual footage.	Submit the marks on the spreadsheet as normal, inform the moderator of injury and provide a copy of medical note. School/college may wish to submit a special consideration application through e-AQA.
	The student has been assessed, practical performance marks and audio-visual footage are available.	Submit the mark on spreadsheet as normal. If subsequently selected as part of the sample, provide audio-visual footage to moderator. School/college may wish to submit a special consideration application through e-AQA.
	The student has not been assessed, practical performance marks are available and there is no audio-visual footage.	Inform the moderator immediately of injury and provide a copy of medical note.
After mark submission and before moderation.	The student has been included in the sample and there is audio-visual footage available.	No special action required. Provide audio-visual footage to moderator.
	The student has not been included in the sample.	No special action required.
	The student has been included in the sample, but there is no audio-visual footage.	Inform the moderator immediately of injury and provide a copy of medical note.
On the day of moderation.	The student is in the sample being observed in live performance.	Replace the student during the activity if possible. Send additional medical note onto the moderator.
	The student has not been included in the sample.	No special action required.

Moderation

Timeline for moderation

October

- Schools/colleges submit estimated entries for that academic year. [aqa.org.uk/estimatedentries](https://www.aqa.org.uk/estimatedentries)
- Schools/colleges operating in a consortium with joint teaching arrangements for PE must notify AQA by submitting an application through the JCQ Centre Admin Portal (CAP) on e- AQA. [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)
- AQA allocates moderators based on the estimated entry information received.

January to mid-February

- Schools/colleges download the 'PE centre marks and moderation spreadsheet' from Secure Key Materials (SKM) on e-AQA. [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)
- Moderators contact their allocated schools/colleges to arrange a date for the moderation visit of the practical performance.

Mid-February to May

- Schools/colleges must inform students of the marks they have awarded prior to the marks being submitted to AQA and the moderator. This is to give students the opportunity to request a review of the school/college's marking.

School/college completes the PE centre marks and moderation spreadsheet with:

- centre name and number
- name of moderator and agreed visit date
- 4 digit candidate numbers and names of all the students being entered for the qualification that year.

Also for each student listed:

- their three chosen activities
- the school/college marks for the practical performance for each of the three activities
- the school/college marks for the analysis and evaluation work
- where applicable, a mark status (for example 'parental interest').

Students who are re-taking the qualification and wish to carry forward their NEA mark from a previous attempt should be assigned a 'carry forward' mark status on the spreadsheet – there is no need to provide details of their previous activity and marks.

AQA GCSE Physical Education (8582) - June 2019 exam series													
Centre number(s)		00000											
Centre name(s)		The Community School Academy											
Name of moderator		M Moderator											
Visit or Postal moderation		Visit Date of moderation visit 01 April 2019											
Centre mark submission deadline		19 March 2019											

Cand no.	Name (Surname: First name)	Activity 1 Individual	Skills max 10	Context max 15	Total	Activity 2 Team	Skills max 10	Context max 15	Total	Activity 3 Individual or Team	Skills max 10	Context max 15	Total	Analysis and Evaluation Activity			Total mark out of 100	Mark status (if applicable)	Moderator use only Sample Activity	
														Analysis max 15	Evaluation max 10	Total				
11 1001	Smith, John	Ind Athletics	6	9	15	Tim Badminton	6	8	14	Ind Cycling	4	6	10	Athletics	8	6	14	53		
12 1005	Doe Jane	Ind Athletics	4	8	12	Tim Badminton	7	7	14	Ind Cycling	6	8	14	Badminton	7	5	12	52		
13 1013	Edwards, Holly	Ind Athletics	5	9	14	Tim Badminton	7	8	15	Ind Cycling	7	7	14	Cycling	8	6	14	57		
14 1015	Fish, James	Ind Athletics	6	10	16	Tim Badminton	4	8	12	Ind Cycling	7	8	15	Badminton	8	7	15	58		
15 1029	Windsor, David																		Absent	
16 1025	Jones, Claire	Ind Athletics	4	6	10	Tim Badminton	6	10	16	Ind Cycling	5	9	14	Cycling	10	8	18	59		
17 1039	Robinson, Lucy	Ind Athletics	6	8	14	Tim Badminton	4	6	10	Ind Cycling	6	10	16	Cycling	11	7	18	58		
18 1035	Williams, Scott	Ind Swimming	5	7	12	Tim Badminton	6	8	14	Ind Cycling	4	6	10	Badminton	6	5	11	47		
19 1043	Peters, Mike	Ind Athletics	6	8	14	Tim Badminton	7	7	14	Ind Cycling	6	8	14	Athletics	5	3	8	50		Parental interest
20 1045	Foster, Sam	Ind Tennis	7	7	14	Tim Squash	7	8	15	Ind Cycling	7	7	14	Badminton	4	4	8	51		Carry forward

- The marks on the spreadsheet are the final marks awarded by the school/college –they **cannot** be amended after they have been submitted.
- Schools/colleges email the completed spreadsheet to their allocated moderator and to CentreMarks@aqa.org.uk no later than two weeks prior to the arranged moderation visit.
- Using the spreadsheet, the moderator indicates with an ‘S’ the sample of students for moderation. The sample will consist of the highest overall scoring student, lowest non-zero scoring student and a range of marks in between. Where possible, the sample will also include a range of activities.

Total mark out of 100	Mark status (if applicable)	Moderator use only		
		Sample	Activity	Rank
53		S	1	5
52		S	1	6
57		S	1	4
58		S	2	1
	Absent			
58		S	1	1
58		S	1	1
47		S	3	9
50	Parental interest	S	2	8
51		S	3	7
	Carry forward			

- Students in the sample will only be moderated in one of their three activities during the practical performance moderation visit. The area will be indicated alongside the sample (S) on the spreadsheet.

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- If you have any students indicated by a 'parental interest' status, these will either be selected as part of the normal sample (S) or they will be moderated in addition to the required sample (indicated by the letters PAR rather than an S on the spreadsheet).
 - The moderator will return the spreadsheet to confirm the sample approximately one week prior to the visit.
 - Moderators visit schools/colleges to moderate the performance assessments (practical performance).
 - The moderator will **not** discuss marks with teachers/students or give feedback on the accuracy of marking within a school/college. Schools/colleges will only find out the outcome of moderation on results day.

It is the responsibility of the school/college to:

- ensure that the students who are requested in the sample and who are to be moderated live (plus any additional PAR candidates) are available for the visit (and that audio-visual evidence is available for offsite activities or activities that cannot be replicated at the live moderation visit)
- ensure that activities are set up and that there are sufficient students to make up the numbers as required (eg in games activities)
- make an audio-visual recording of the performances seen during moderation
- ensure that the analysis and evaluation work for the sample students (plus any additional PAR students) is collated and ready for collection on the date of the visit with signed candidate record forms for each student and a signed centre declaration sheet. [aqa.org.uk/coursework](https://www.aqa.org.uk/coursework)

At the end of the visit, the moderator will retain:

- the analysis and evaluation work of the same students moderated during the visit
- *Candidate record forms* for the students moderated during the visit
- a centre declaration sheet
- the audio-visual recordings of the performances.

August

- Results are issued and a feedback form on moderation is emailed to the school/college from AQA.
- Post-results services open allowing schools/colleges that have received an adjustment to their marks to apply for a review of moderation if they wish. [aqa.org.uk/exams-administration/results-days/post-results](https://www.aqa.org.uk/exams-administration/results-days/post-results)

September

- The window for requesting post-results services closes.

Offsite activities and activities that cannot be replicated live at moderation

Before students embark on an activity which will in due course be assessed, schools/colleges must ensure that there will be no obstacles to the filming of that activity, for example if a swimming pool prohibits filming for child protection reasons or if it is impossible to obtain footage of sufficient quality when filming a student climbing a rock face. If it is not possible to appropriately film an activity for any reason, then students cannot use that activity as part of their assessment. Students must select a different activity to use instead.

Schools/colleges are required to provide audio-visual evidence of student performances in all activities undertaken outside their direct supervision and/or that cannot be replicated at a live moderation visit. This is to ensure that this work can be moderated if chosen as part of the sample and that it can be authenticated as the student's own. This audio-visual evidence must be collected prior to the submission of marks to the moderator, as there will not be sufficient time between submission of marks and moderation.

When the moderator visits, you must have available complete and unedited recordings of all assessed offsite performances, and all performances that cannot be replicated on the day. The audio-visual evidence must be of sufficient quality and length to clearly show how the student has gained the marks awarded.

Please be aware that if audio-visual recordings are not provided or are not recorded correctly, you may jeopardise the moderation process which may have an adverse effect on the marks of some or all of your students. It will also prevent you from being able to submit a post-results enquiry.

The moderation visit

Schools/colleges are responsible for ensuring that the visit is appropriately organised in such a way that students have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (students' performances should be marked at a level at which they can perform consistently, so that replication of that level of performance at moderation is realistic). Performances at moderation must clearly show how the student gained the marks awarded by the teacher.

On the day of the visit, schools/colleges are responsible for ensuring:

- an appropriate number of students are present to run fully competitive versions of the activities in which students are to be moderated
- an appropriate number of students are present to run drills
- audio-visual evidence is available for any student assessments that cannot be replicated live at the visit but form part of the sample
- adequate time and facilities are available, including equipment to view audio-visual evidence for any activities that cannot be replicated live at the visit but form part of the sample

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- there is clear identification of all students being moderated (eg coloured/numbered bibs and form 8582-C-MOD-CIL has been completed to identify candidates on the audio-visual recording of the moderation day.)
 - an audio-visual recording is made of the performances evidenced at the moderation visit - the footage must be clear and of sufficient quality to be adequately reviewed in the event of an enquiry about results.

The moderator will retain the audio-visual evidence of all assessments viewed as part of the moderation sample (irrespective of whether the recordings were made on the day or previously) and will subsequently send all of these recordings to AQA to be held in case of a post results review of moderation request.

Analysis and evaluation of performance

The performance analysis assessment (analysis and evaluation) task will not be moderated at the visit. However, this work must be available on the day so that the moderator can take the sample of work away with them. The sample will be of the same students seen at the visit and must include a signed *Candidate record form* for each student and a signed centre declaration sheet.

Analysis and evaluation of performance - verbal evidence

If a sampled student completes the analysis and evaluation of performance as a verbal explanation, then the evidence of this must be supplied to the moderator on the day of the visit as an audio-visual recording. This is to ensure that this work can be moderated if chosen as part of the sample and as a way of authenticating the evidence generated by the student.

Audio visual (AV) recording

Preparation

Schools/colleges should check that they obtained informed consent at the beginning of the course from parents/carers/guardians as videos of students selected for moderation will be required.

Schools/colleges should adhere to the following guidelines to ensure sufficient quality:

- Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back
- The camera must be positioned to ensure that the best possible and unobstructed recording is made of the performance, as it would be seen by the marker/moderator.
- Audio-visual evidence should clearly show all the assessment requirements of the performance, which should be a combination of:
 - wide-angled shots, to give an overall perspective
 - close range shots, to show aspects such as stance, posture and position.

Student identification

- Students must state their centre number and name, candidate number and name, qualification (ie GCSE Physical Education), chosen activity at the start of each recording.
- The student for whom the recording is being made must be easily identifiable.

For example:

-
- in a team situation a number, or a coloured item of clothing such as a bib
 - a commentary timeline where the student clearly identifies themselves in reference to clothing being worn or position
 - a printed or electronic document containing photographs that identify each student with their playing number etc.

This information **must** be made available to the moderator.

- If the moderator is not completely certain of the identity of a student, the work cannot be moderated and a review of moderation following the publication of results will not be possible.

During recording

The practical performance for assessment must be recorded from start to finish and be unedited. To add further clarity on this, the rule for all activities is that when a student is performing **the camera should remain on**. For the 'skills' aspect, this ruling does allow cameras to be turned off between skills drills as essentially the students have stopped performing.

- Avoid clipping the ending of the recording.
- Ensure filming does not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Always film keeping the student in shot. Evidence filmed where the student disappears from shot, will not be accepted.
- Ensure that extraneous noise is kept to a minimum.
- Do not film the student from some distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator as students may disappear off screen.

After a recording has been made, please ensure you watch and check that there are no problems with the recording, and that all requirements have been met. Unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all students.

After recording

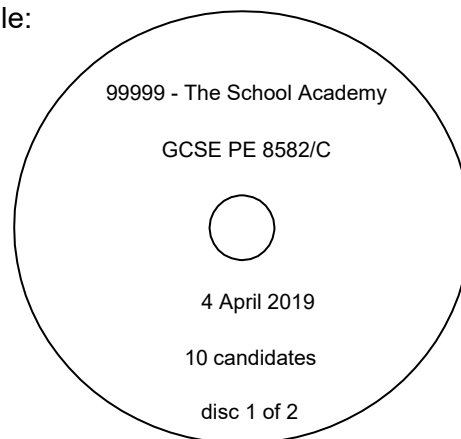
You must retain a duplicate copy all audio-visual work obtained for moderation purposes. This is in the case of breakage or loss in the post or if files become corrupted.

Please label every disk with the appropriate information, or include the appropriate information with a USB stick.

For example:

The information should include:

- centre number and name
- qualification and component code
- date
- number of candidates
- disc number



Encryption/password protection

All media submissions must be password protected before submission to the moderator, using the password emailed to you by AQA. Further guidance is available [here](#).

Acceptable filetypes and media

We can only accept files that play correctly on VLC media player (videolan.org/vlc). Before giving work to your moderator, you must check that your recording plays successfully on this software.

We can **only** accept work on the following media:

- USB stick: a small, portable memory drive that plugs into a computer
- DVD, provided it is on the correct type of disc - either DVD±R or DVD±RW.

We **cannot** accept any of the following:

- Blu-ray or HD-DVD
- DVD-VCD, DVD-MP3, Mini-DVD
- CD±R or CD±RW
- Memory cards (eg SD, Micro SD, XD, Compact Flash cards)
- Tapes (eg VHS cassette, MiniDV)
- Files stored on cloud storage systems (eg Google Drive, OneDrive, iCloud)
- Online media playing channels (eg Youtube).

Using the wrong format may mean that we are unable to moderate students' work. Any unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all students.

Changing filetypes or media

If your recording is different to those described above, you will need to transfer and/or transcode (convert) it to an acceptable format. There are several software packages that are able to do this, or you will need to find an AV technician who can do this on your behalf.

If a technician transfers and/or transcodes the material, the final version must be thoroughly checked by the teacher to ensure that the recording is intact.

Checking for malware (malicious software)

All digital files should be checked and cleaned of any malware (for example computer viruses, worms, spyware, adware)

Additional guidance for gathering AV evidence

This section provides additional information about how you can gather footage across the activity areas.

The practical performance must be recorded from start to finish and be unedited. An unedited performance is one, which is not cropped to show performance highlights. Students should begin the recording at the start of the performance and end it upon the completion of performance.

Using commentary timelines for long footage

Where the footage is long, in activities such as football, hockey, rugby, cricket, sailing, windsurfing then the student should complete a **commentary timeline** identifying the time at which they demonstrate skills/tactics contained in the specification. A part example is shown below.

Student: A Footballer Part 2 evidence (full context)

Context: Blue shirt (orange boots) number 10, playing centre forward for County U18 v Another County U18 ESFA Inter County Fixtures

Time	Skill	Brief comment
00.45	Passing/receiving	Played one-two successfully with non-dominant foot
1.42	Dribbling/moving with the ball	Received pass, turned and beat defender 1 v 1
2.56	Dribbling/crossing for attackers	Ran onto through ball – dribbled to goal line and crossed ball – cross blocked

The use of this helps with:

- student identification
- information about the match, level of opponent or competition context
- how the student fulfils the requirements to illustrate the skills/tactics contained in the specification
- provides clarity of the range of skills/tactics repeated throughout the performance(s).

Games players (as well as other activities) may provide a number of performances as evidence of the mark awarded.

It is acceptable for invasion games players to use multiple halves or quarters where applicable (but no shorter time frames) of different matches to aid this process. Where players roll-on/roll-off, the footage of the entire half or quarter should be obtained and their entry/exit to the performance identified on the commentary timeline.

The following are some examples of how a games player may provide evidence.

Activity	Footage
Rugby Union player	Student plays the full 80 minutes of Game 1. The footage captures the whole game (stopped for half time). The school/college recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Fustal player	Student plays the first 10 minutes and last 10 minutes of Game 1. The footage captures the whole game (stopped for half time). The student identifies on the commentary timeline their entry/exit to the performance. The school/college recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Netball player	Although the student plays the three entire matches, due to her position the range of skills/tactics repeated is restricted by the context of the games. The centre provides: Game 1 – 4 th quarter, Game 2 – 3 rd quarter only and Game 3 – 2 nd quarter only. The footage captures the entire quarters (stopped only for interval). The school/college recognise there is sufficient range of skills/tactics repeated across these to support the mark awarded.
Hockey Goalkeeper	Across three games student plays the full 70 minutes. The footage captures the whole game, apart from the first five minutes of game 1 due to the match starting early. The school/college includes this information on the commentary timeline. The school/college provides the first half of Game 1, the first half of Game 2 and the second half of Game 3. The school/college recognises there is a range of skills/tactics repeated to support the mark awarded.
Water polo	The student plays the second half of the game (quarters 3 and 4). Therefore the camera is turned on at the start of the second half. The school/ college recognises that there is a sufficient range of skills/ tactics to support the mark awarded.

Using built footage

We recognise that, for some activities, footage can be hard to achieve and these can be treated slightly differently and with a degree of flexibility. The moderator will accept 'built footage' which shows sections of the performance being completed. By 'built footage' we mean footage which shows as much of the competitive context as possible, compiled from different parts of the race/event.

'Built footage' is acceptable in the following activities only:

- downhill skiing/snowboarding
- equestrian
- cross country running (as one event as part of Athletics)
- road cycling
- rowing/sculling
- kayaking/canoeing/sailing/windsurfing.

As an example, cross country might show footage at the start of the race, at numerous other points in the circuit and the route to the finish.

Gathering footage

The table below provides additional guidance around gathering high quality footage for Part 2. The general rule for all activities is that whenever a student is performing the camera should remain on. There are however some natural breaks in play when filming can be suspended, and these are detailed in the table below.

Activity	Footage requirements/guidance
Acrobatic gymnastics	All performances have to be from a competitive context where judging clearly takes place. Tariff information of the routine must be provided.
Amateur boxing	Natural break in play: between rounds. Sparring is not permitted.
Association football	Unedited footage: Use the commentary timeline to identify all student involvement in play. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Athletics	School/college may edit out time between runs/jumps/throws as long as all attempts from that competition are shown.
Badminton	Footage should show the student, shuttle flight, the whole playing area and the opponent(s). Judges do not need to be present, but correct rules/scoring systems must be adhered to and clearly visible on footage provided for moderation.
Basketball	Unedited footage: Use the commentary timeline to identify all student involvement in play. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
BMX	Footage shows the student in the whole, competitive race. The student is identifiable as the position taken to film allows as much of the whole track to be seen as possible.
Camogie	Unedited footage: Use the commentary timeline to identify all student involvement in play. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Canoeing	Students should perform in a fully competitive slalom run against the clock and on an appropriately challenging course. This should be on a slalom course with a minimum of 18 gates (green and red). The difficulty of the course chosen should be appropriate to the level of ability of the performer. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.

Cricket	<p>Batting: complete innings unedited.</p> <p>Bowling: all overs bowled in (at least one match).</p> <p>Fielding: use the commentary timeline to identify all student involvement in play.</p> <p>For batting/bowling ensure best angle of footage which shows the outcome of the skill being executed. Copy of the scorebook should accompany footage.</p> <p>Cannot be indoor cricket or net practice (although these can be used for Part 1 evidence).</p>
Cycling	<p>Students should perform in a fully competitive cycling race (at least 10 miles), demonstrating the appropriate skills against suitably challenging opponents and on a suitably challenging route/course. The level of challenge should be taken into consideration when awarding marks.</p> <p>Multiple cameras may be used to film one event linking full race distance in order to build the footage.</p> <p>Use the commentary timeline to identify all student involvement in their races</p>
Dance	<p>Must be performed in front of an audience.</p>
Diving	<p>School/college may edit out time between dives, but must show all dives from the event.</p> <p>Six/five dives from across two competitions.</p> <p>Either:</p> <p style="padding-left: 40px;">Three from List A and 3/2 from List B.</p> <p>Or:</p> <p style="padding-left: 40px;">Six/five from List A (will restrict marks).</p> <p>Platform diving only (not springboard).</p> <p>Tariff information of the routine must be provided.</p>
Equestrian	<p>Multiple cameras may be used to film one event linking full course to build footage. There must be evidence of other competitors/competitive environment.</p> <p>Scoring sheet required.</p> <p>Use the commentary timeline to identify all student involvement in the event.</p>
Figure skating	<p>Routines should be filmed in their full entirety. Should be performed in front of an audience. Judging must be evident.</p>
Futsal	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>
Gaelic Football	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>

Golf	<p>Use the commentary timeline to identify all student involvement in play. Complete round footage required (minimum 9 holes), unless match play.</p> <p>Camera can be stopped between holes.</p> <p>Between shots, you should keep the camera on until you can definitely see the ball. It can then be turned off until the shot is being played.</p> <p>It can be individual playing against par (lowest level of competition) or direct opponents.</p>
Gymnastics	<p>All performances have to be from a competitive context where judging clearly takes place.</p> <p>Tariff information of the routine must be provided.</p>
Handball	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>
Hockey	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p> <p>Mixed hockey is permitted as long as 11 v 11.</p> <p>Cannot be indoor hockey.</p>
Hurling	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>
Ice hockey	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills must be able to be viewed</p>
Inline roller hockey	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Official/s should be present.</p> <p>Player cam, however outcome of skills must be able to be viewed.</p>
Kayaking	<p>Students should perform in a fully competitive slalom run against the clock and on an appropriately challenging course. This should be on a slalom course with a minimum of 18 gates (green and red). The difficulty of the course chosen should be appropriate to the level of ability of the performer.</p> <p>Multiple cameras/devices may be used to film one event linking the full race distance.</p>
Lacrosse	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>

Netball	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.</p>
Rock climbing	<p>Must be from either a formal or competitive setting.</p> <p>Must provide evidence of the standard of face climbed.</p>
Rowing	<p>NGB approved distances only.</p> <p>For longer distances multiple cameras may be used to show one built race in full.</p>
Rugby League	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/kicking etc must be able to be viewed.</p>
Rugby Union	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills such as pass/kicking etc must be able to be viewed.</p>
Sailing	<p>Students should be involved in a competitive sailing event.</p> <p>Footage should be taken from wherever is possible to view the sailor eg from shore/support boat etc.</p> <p>Performance is in the role of the 'helm'.</p>
Sculling	<p>Students should perform in a fully competitive race over a distance of 1000m or more, demonstrating the skills appropriate to their chosen race.</p> <p>Both fixed or moving seats are acceptable.</p> <p>For longer distances multiple cameras may be used to show one built race footage in full.</p>
Skiing	<p>Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.</p> <p>Performer identification required before commencing/after finishing race.</p> <p>Cross Country skiing not permitted.</p>
Snowboarding	<p>Performer identification required before commencing/after finishing event.</p> <p>Races not freestyle.</p> <p>Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.</p>
Squash	<p>Footage should show the student, ball movement, the whole playing area and the opponent.</p> <p>Students must play to the correct scoring system.</p>
Swimming	<p>Students should perform in two fully competitive swimming races/events.</p> <p>The two events chosen must involve two different strokes from the table in the specification. There must be at least one other competitor.</p>

Table tennis	<p>Footage should show the student, ball movement, the whole playing area and the opponent(s).</p> <p>Judges do not have to be present, but correct rules/scoring systems must be adhered to.</p>
Tennis	<p>Footage should show the student, ball movement, the whole playing area and the opponent(s).</p> <p>Judges do not have to be present, but correct rules/scoring systems must be adhered to.</p> <p>Indoor competitive footage is acceptable.</p>
Trampolining	<p>Routine cannot be performed in isolation - judging must be evident.</p> <p>Tariff information of the routine must be provided.</p>
Volleyball	<p>Footage should show the student, ball movement, the whole playing area and the opponents.</p> <p>Judges do not have to be present, but correct rules/scoring systems must be adhered to.</p> <p>Beach volleyball is not permitted.</p>
Water polo	<p>Unedited footage: Use the commentary timeline to identify all student involvement in play.</p> <p>Player cam, however outcome of skills must be able to be viewed.</p> <p>Note that goals should be 0.9m in height above the surface of the water, with a width representative of the size of the pool being used.</p>
Windsurfing	<p>Students should be involved in a competitive windsurfing event.</p> <p>Footage should be taken from wherever is possible to view the windsurfer eg from shore/support boat etc.</p>

General advice about filming

- Often height above the performance area can provide a better angle, eg from a stand at rugby league or athletics.
- Many events may benefit from the performance being filmed from different positions if multiple devices (such as a smartphone) can be used. Examples may include: BMX race being filmed from both sides of the track, 200m athletics race filmed from the starting bend and home straight or singles skating from two sides of the rink. The student **MUST NOT** edit these but provide both pieces of evidence to support their mark.
- If an error has occurred in filming eg memory card/battery needed changing, or the person filming arrives five minutes after kick off communicate this clearly on the commentary timeline.
- For most games players try to get a balance between close up and distance perspectives. At all times remembering that the student needs to provide evidence of the outcome of the pass, shot etc.

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