

# Teaching guide: Non-exam assessment (NEA)



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This guidance has been produced to support with the delivery of the non-exam assessment (NEA) for GCSE Physical Education. 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 learners to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below.

This aspect of the specification requires learners 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, centres must ensure that audio-visual evidence is available.

It is not mandatory to record all learner activities but we recommend that centres collect, where they can, video evidence of their learners' performances during the course of normal teaching in case visiting moderation is unable to proceed as planned for any reason.

Centres may also wish to film learner activities if they feel that learners would be unable to replicate their performance (to match the awarded mark) at live moderation. All live evidence shown on the day should be recorded by the centre. If you do not have audio-visual evidence from live performances you will not be able to submit a post results enquiry.

All work submitted must be original and specific to this qualification. A learner cannot submit the same piece of work for more than one qualification.

## Assessment

### Performance assessment (practical performance)

Learners 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.

Learners 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. Learners cannot be assessed in any other activity.

Learners 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

Learners 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.

There is no set number of progressions, but progression must take place, with the aim of suitably challenging the learner.

## Part 2 - The competitive context

Learners 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 (v1.5).
Diving, Individual gymnastics, Trampolining, Acrobatic gymnastics or 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. Umpiring should be in place although self-officiating is acceptable if the learner(s) has the appropriate knowledge to do so.
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. Invasion games should be completed in line with national governing body guidelines eg heading in association football should be completed in line with the FA guidelines. Boxing must 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 or Windsurfing	These will involve time keeping/measuring whilst making it apparent that performance is taking place in a competition.

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

## Performance analysis assessment

Learners are required to analyse and evaluate a performance in one activity from the specification to identify two strengths and two weaknesses, as detailed below.

The activity being analysed can be one of the activities in which the learner is being practically assessed OR another activity from the specification. Analysis and evaluation can be completed about the learner's performance or about another person's performance, so long as it is in an activity that is from the specification

Learners then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

### Analysis: strengths and weaknesses

Learners 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, learners 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 performances.
- 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 performances. If a tactic/strategy is chosen, reference can be made to a description of the learner's role within that tactic/strategy and how it benefited performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement benefitted performance.

In choosing these strengths, learners **must fully justify** their choices, referring to the impact and benefit they provided in recent, fully competitive performances. Each strength should be justified in relation to two performances to access the higher band marks.

#### Weaknesses

With reference to recent competitive performances in the chosen activity, learners 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 performances.
- 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 performances.

If a tactic/strategy is chosen, reference can be made to a description of the learner's role within that tactic/strategy and how it hindered performances.

If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performances.

In choosing these weaknesses, learners must justify their choices, referring to how competitive performances have been negatively affected. Each weakness should be justified in relation to two performances to access the higher band marks.

### Evaluation: the use of theoretical principles to cause improvement

Using appropriate theoretical content included in the specification, learners 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. This should be one training session and not a series of training sessions.
- an explanation of how prolonged use of the identified training type could improve the fitness weakness. There is no need to outline the detail of future training sessions.
- 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.

Learners will not be assessed on whether improvement actually occurs.

### Presenting work

Learners 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. The analysis and evaluation work of those learners whose practical work has been selected for moderation must be made available.

## Verbal interview

- Verbal interviews should be conducted at a time set by the teacher.
- Learners can bring written notes to the verbal interview, but these should not simply be read verbatim as a script. Learners can bring in to their verbal interview supporting notes such as summary cards, mind maps or bulleted notes.
- Questions from teachers should be open questions and should not lead learner answers, i.e. assist with the content. Questions should allow learners to follow the designated process of the work.
- The interview must be evidenced by an audio-visual recording, which must be available for moderation. The interview should be conducted once only at a set date and time.

## Feedback and control

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

In terms of providing feedback to learners on their work, you may review learners' work and provide oral and written advice at a **general** level, and then allow learners 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 considered 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 learners' 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 learner to revise it.**

The [JCQ instructions for conducting non-examination assessments](#) provide further guidance about providing advice and feedback.

## Levels of response grids

Learners 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 learner'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.

You may find it helpful to shade the box in each column that best represents the learner's performance in that element of the assessment. Once you have 5 shaded boxes, a 'best fit' mark can be awarded that reflects the average across the 5 boxes.

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 <b>all</b> strengths and weaknesses.	<b>All</b> fully justified with reference to recent performances. Strong justification regarding the impact.	Clear detailed in-depth analysis for <b>all</b> strengths and weaknesses.	<b>All</b> 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 performances, 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 <b>single</b> 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 <b>single</b> performance.

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
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 performances.	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 performances.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performances.

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, <b>fully</b> 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.

Level	Mark	Suitable training type	Personal needs	Intensities calculated	Theoretical area	Application of theoretical area
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

In the analysis section, learners should refer to appropriate terminology and movements from the sport/activity throughout their work. Learners may often go on to explain that specific terminology or movement in depth, eg 'bowling a Yorker'.

The learner 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 terminology and movements will indicate the learner's level of technical knowledge.

In the analysis section learners will have to demonstrate their **level of technical knowledge** by how well they understand strengths and weaknesses 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. Learners who do this well will understand the subroutines of their appropriate skills.

## Teacher online standardisation (T-OLS)

Further guidance on assessing your learners 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.

## Non-exam assessment advisers

Your NEA adviser will also be able to help with all aspects of the NEA. Further guidance can be found on our [NEA adviser service page](#).

We send NEA adviser contact details to exams officers from mid-September at the start of each academic year. If you don't have an assigned adviser, please contact [eos@aqa.org.uk](mailto:eos@aqa.org.uk)

## Special requirements and injury

### Access arrangements

Access arrangements enable learners 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 learners 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 learner 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.

Further guidance can be found on our [access arrangements page](#).

**Exams officers can apply for access arrangements for their learners within the JCQ Centre Admin Portal via Centre Services.**

### Special consideration

We can give special consideration to learners 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 for their learners via Centre Services.

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

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

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When the injury occurs	Situation	Action
Before commencing the course.	The learner cannot complete the practical performance element of the course due to injury.	Award 0 marks for the practical performance.  Centre may wish to submit a special consideration application through e-AQA.
Before mark submission.	The learner has not been assessed, no practical performance marks are available and there is no audio-visual footage.	Award 0 marks for the practical performance.  Centre may wish to submit a special consideration application through e-AQA.
	The learner 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.  Centre may wish to submit a special consideration application through e-AQA.
	The learner 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.  Centre may wish to submit a special consideration application through e-AQA.
After mark submission and before moderation.	The learner has been included in the sample, but there is no audio-visual footage.	Inform the moderator <b>immediately</b> of injury and provide a copy of medical note. The moderator will choose an alternative learner.
	The learner has been included in the sample and there is audio-visual footage available.	No special action required. Provide audio-visual footage to moderator.
	The learner has not been included in the sample.	No special action required.
On the day of moderation.	The learner is in the sample being observed in live performance.	Replace the learner with an alternative learner during the activity if possible. Send additional medical note onto the moderator.
	The learner has not been included in the sample.	No special action required.

## Moderation

### Timeline for moderation

#### October

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

#### January to mid-February

- Centres download the 'PE centre marks and moderation spreadsheet' from Centre Services
- Moderators contact their allocated centres to arrange a date for the moderation visit of the practical performance.

#### Mid-February to May

Centres must inform learners of the marks they have awarded prior to the marks being submitted to AQA and the moderator. This is to give learners the opportunity to request a review of the centre's marking.

Centre completes the PE centre marks and moderation spreadsheet with:

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

Also, for each learner listed:

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

Learners 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.

# GCSE PHYSICAL EDUCATION – 8582 – TEACHING GUIDE: NEA

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

  

Centre marks		Sample	
Total entry	11	Min selected	No
No of absent	1	Max selected	No
No of zeros	0	No in sample (S)	0 of 3
No of carry forward	1	No of PARs	0
Working population	9	Sample OK	No

  

Cand no.	Name (Surname: First name)	Activity 1 Individual			Activity 2 Team			Activity 3 Individual or Team			Analysis and Evaluation Activity				Mark status (if applicable)	Moderator use only Sample Activity				
		Skills max 10	Context max 15	Total	Skills max 10	Context max 15	Total	Skills max 10	Context max 15	Total	Analysis max 15	Eval max 10	Total	Total mark out of 100						
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 1022	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	58		
17 1030	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 centre – they cannot be amended after they have been submitted.
- Centres email the completed spreadsheet to their allocated moderator and to [centremarks@aqa.org.uk](mailto:centremarks@aqa.org.uk) no later than two working weeks prior to the arranged moderation visit.
- Centres should use the AQA spreadsheet provided as other documents and applications may not function correctly when marks are read.
- If, having submitted the spreadsheet, a mark inputting error is identified, the centre should notify immediately the moderator and [centremarks@aqa.org.uk](mailto:centremarks@aqa.org.uk)
- Using the spreadsheet, the moderator indicates with an 'S' the sample of learners for moderation. The sample will consist of:
  - the top scoring learner overall, in their best activity
  - the lowest (non-zero) scoring learner overall, in their **worst** activity
  - a number of learners across a range of marks in between
  - across a range of activities.

Total mark out of 100	Mark status (if applicable)	Moderator use only		Rank
		Sample	Activity	
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			

- Learners 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.
- If you have any learners 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 with a minimum of one working weeks' notice prior to the visit.
- Moderators visit centres to moderate the performance assessments (practical performance).
- The moderator is **not** permitted to discuss marks with teachers/learners or give feedback on the accuracy of marking within a centre. Centres will only find out the outcome of moderation on results day.

It is the responsibility of the centre to:

- ensure that the learners who are requested in the sample and who are to be moderated live (plus any additional PAR learners) 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 learners to make up the numbers as required (eg in games activities) The centre is responsible for demonstrating the progressive drills that have been used when assessing the learners. The moderator will not devise the progressive drills.
- ensure that the evidence is of a suitable duration to fully demonstrate the learners' performance and justify the marks awarded
- ensure that learners are safe and receive appropriate rest during the elements of the moderation visit
- make an audio-visual recording of the performances seen live during moderation
- ensure that the analysis and evaluation work for the sample learners (plus any additional PAR learners) is collated and ready for collection on the date of the visit

with signed learner record forms for each learner and a signed centre declaration sheet.

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

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

For guidance visit our [Non-exam assessment](#) page.

### August

- Results are issued and a feedback form on moderation is emailed to the centre from AQA.
- Post-results services open allowing centres 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 learners embark on an activity which will in due course be assessed, centres 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 learner climbing a rock face. If it is not possible to appropriately film an activity for any reason, then learners cannot use that activity as part of their assessment. Learners must select a different activity to use instead.

Centres are required to film learner 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 learner'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 learner 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 learners. It will also prevent you from being able to submit a post-results enquiry.

## The moderation visit

Centres are responsible for ensuring that the visit is appropriately organised in such a way that learners have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (learners' 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 learner gained the marks awarded by the teacher.

On the day of the visit, centres are responsible for ensuring:

- an appropriate number of learners are present to run drills
- an appropriate number of learners are present to run fully competitive versions of the activities in which learners are to be moderated
- audio-visual evidence is available for any learner performances 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
- there is clear identification of all learners being moderated (eg coloured/numbered bibs and form 8582-C-MOD-CIL has been completed to identify learners 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.

Audio-visual evidence filmed during the moderation visit should be given to the moderator at the end of the visit or sent to the moderator within 5 working days.

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 learners seen at the visit and must include a signed *Learner record form* for each learner and a signed centre declaration sheet.

### Analysis and evaluation of performance - verbal evidence

If a sampled learner 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 learner.

## Audio visual (AV) recording

### Preparation

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

Centres 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 the marker/moderator would see it.
- 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.

## Learner identification

- Learners must state their centre number and name, learner number and name, qualification (ie GCSE Physical Education), chosen activity at the start of each recording.
- The learner 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 learner clearly identifies themselves in reference to clothing being worn or position
- a printed or electronic document containing photographs that identify each learner 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 learner, 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.

When a learner is performing **the camera should remain on**. For the 'skills' aspect, cameras can be turned off between skills drills as the learners have stopped performing.

## Further guidance

- Avoid clipping the ending of the recording.
- For activities where continuous filming is difficult, because of the non-fixed environment eg rowing, downhill skiing, cross country etc. built footage can be used. Further guidance is provided in the section 'using built footage'.
- Do not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Keep the learner in shot where possible.
- Keep extraneous noise to a minimum.
- Do not film the learner from distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator, as learners 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 learners.

## 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.

## Acceptable filetypes and media

We can only accept files that play correctly on VLC media player ([videolan.org/vlc](http://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.
- Portable storage device eg terabyte box

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 learners' work. Any unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all learners.

Please ensure that you provide the following information with your evidence:

- Centre number and name
- Qualification and component code (GCSE PE 8582/C)
- Date
- Number of learners
- USB/Disk 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 [encryption guidance](#) is available.

### 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. Learners 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 learner should complete a **commentary timeline** identifying the time at which they demonstrate skills/tactics contained in the specification. A part example is shown below.

Learner: 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:

- learner identification
- information about the match, level of opponent or competition context
- how the learner 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	Learner plays the full 80 minutes of Game 1. The footage captures the whole game (stopped for half time). The centre recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Futsal player	Learner plays the first 10 minutes and last 10 minutes of Game 1. The footage captures the whole game (stopped for half time). The learner identifies on the commentary timeline their entry/exit to the performance. The centre recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Netball player	Although the learner plays the three entire matches, due to their position the range of skills/tactics repeated is restricted by the context of the games. The centre provides: Game 1 – 4 <sup>th</sup> quarter, Game 2 – 3 <sup>rd</sup> quarter only and Game 3 – 2 <sup>nd</sup> quarter only. The footage captures the entire quarters (stopped only for interval). The centre recognise there is sufficient range of skills/tactics repeated across these to support the mark awarded.
Hockey Goalkeeper	Across three games learner 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 centre includes this information on the commentary timeline. The centre provides the first half of Game 1, the first half of Game 2 and the second half of Game 3. The centre recognises there is a range of skills/tactics repeated to support the mark awarded.
Water polo	The learner 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 centre 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 the different parts of the race/event that were possible to film

'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 learner 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 learner involvement in play. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.
Athletics	Centre may edit out time between runs/jumps/throws as long as all attempts from that competition are shown.
Badminton	Footage should show the learner, shuttle flight, the whole playing area and the opponent(s). Officials 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 learner involvement in play. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.
BMX	Footage shows the learner in the whole, competitive race. The learner 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 learner involvement in play. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.

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Activity	Footage requirements/guidance
Canoeing	<p>Learners 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 in order to build footage.</p>
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 learner involvement in play.</p> <p>For batting/bowling ensure the 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>Learners 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 learner involvement in their races</p>
Dance	<p>Must be performed in front of an audience.</p>
Diving	<p>Centre 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>Tariff information must be provided.</p>
Equestrian	<p>Multiple cameras may be used to film one event linking the full course to build footage. There must be evidence of the competitive environment.</p> <p>Scoring sheet required.</p> <p>Use the commentary timeline to identify all learner involvement in the event.</p>

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Activity	Footage requirements/guidance
Figure skating	Routines should be filmed in their full entirety. Should be performed in front of an audience. Judging must be evident.
Futsal	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p>
Gaelic Football	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p>
Golf	<p>Use the commentary timeline to identify all learner 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. Once the positioning of the ball is established, it can then be turned off whilst the learner is walking to the ball 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 learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p>
Hockey	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p> <p>Mixed hockey is permitted as long as 11 v 11. Cannot be indoor hockey.</p>

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Activity	Footage requirements/guidance
Hurling	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p>
Ice hockey	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills must be able to be viewed</p>
Inline roller hockey	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Official/s should be present.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills must be able to be viewed.</p>
Kayaking	<p>Learners 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 learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc must be able to be viewed.</p>
Netball	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/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 difficulty rating of the climb.</p>

Activity	Footage requirements/guidance
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 learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/kicking etc must be able to be viewed.</p>
Rugby Union	<p>Unedited footage: Use the commentary timeline to identify all learner involvement in play.</p> <p>Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/kicking etc must be able to be viewed.</p>
Sailing	<p>Learners 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' only</p>
Sculling	<p>Learners 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>Race evidence, 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 learner, ball movement, the whole playing area and the opponent.</p> <p>Learners must play to the correct scoring system.</p>

Activity	Footage requirements/guidance
Swimming	Learners should perform in two fully competitive swimming races/events. The two events chosen must involve two different strokes from the table in the specification. There must be at least one other competitor.
Table tennis	Footage should show the learner, ball movement, the whole playing area and the opponent(s). Judges do not have to be present, but correct rules/scoring systems must be adhered to.
Tennis	Footage should show the learner, ball movement, the whole playing area and the opponent(s). Judges do not have to be present, but correct rules/scoring systems must be adhered to. Indoor competitive footage is acceptable.
Trampolining	Routine cannot be performed in isolation - judging must be evident. Tariff information of the routine must be provided.
Volleyball	Footage should show the learner, ball movement, the whole playing area and the opponents. Judges do not have to be present, but correct rules/scoring systems must be adhered to. Beach volleyball is not permitted.
Water polo	Unedited footage: Use the commentary timeline to identify all learner involvement in play. Player cam, however outcome of skills must be able to be viewed. 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.
Windsurfing	Learners should be involved in a competitive windsurfing event. Footage should be taken from wherever is possible to view the windsurfer eg from shore/support boat etc.

## 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 learner 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 learner needs to provide evidence of the outcome of the pass, shot etc.

## Contact us

**T:** 01483 477822

**E:** [pe@aqa.org.uk](mailto:pe@aqa.org.uk)

[aqa.org.uk](http://aqa.org.uk)