

Teaching guide: Non-exam assessment (NEA)



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This guidance has been produced to support you with the delivery of the non-exam assessment (NEA) for [GCSE Physical Education \(8582\)](#). It is not intended to replace the specification document but should be used in conjunction with it.

Summary of the NEA

The 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 while under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (e.g. 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 (Parts 1 and 2: practical performance)
2. Performance analysis assessment (Part 3: 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, or in case a learner's situation changes.

Centres are encouraged to consider whether an assessment mark can be replicated during a moderation visit. If the level of challenge to justify the mark cannot be replicated live at moderation, centres are encouraged to gather audio-visual evidence to justify the mark in an appropriate context.

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 review of moderation 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 (Parts 1 and 2: 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 activity list for physical education*. Learners cannot be assessed in any other activity.

Learners are assessed on their skills in progressive, challenging 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 challenge before incorporating an element of direct competition in conditioned drills.

There is no set number of progressions, but progression must take place for each skill, with the aim of suitably challenging the learner. When sensible to do so, skills can be combined within drills; for example, footwork can be incorporated into all netball drills and arms and legs can be combined for track and field running events.

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. When audio-visual evidence is used, it should not be edited but phases of non-participation can be removed, for example after being substituted. Any audio-visual evidence should show all aspects of when performance is taking place, for example the camera turned on when going into bat and turned off when the batter is out. All activities should be completed in line with the respective national governing body (NGB) guidelines.

The table below outlines the expectations of what meets a competitive context across all of the activity areas.

Activity	Competitive context
Rock climbing	Rock climbing can be undertaken in the formal or competitive context. It is preferred that the French Sport classification of the wall is available and that learners climb a suitably challenging wall of sufficient height to show a prolonged climb.
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. 'Dance show' evidence or judged dances are suitable.
Diving Individual gymnastics Trampolining Acrobatic gymnastics Figure skating	There must be evidence of judging. Tariff details are required as part of the evidence of the competition.
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 (i.e. a referee) present, and competition duration will be age/competition specific. Invasion games should be completed in line with NGB guidelines, e.g. NGB guidance on scrum caps and mouth guards in rugby union, or if heading is assessed in association football, it should be completed in line with 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 may form suitable supplementary evidence to accompany the competitive footage.

Activity	Competitive context
Cycling Athletics Swimming Rowing Sculling Kayaking Canoeing Skiing Snowboarding Sailing Windsurfing	These will involve time keeping/measuring while making it apparent that performance is taking place in a competition. Although athletics and swimming objective tables are not used, it is good practice to include the time/distance recorded as evidence of the competition to provide context.

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

Performance analysis assessment (Part 3: analysis and evaluation)

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. Suitable terminology relevant to the chosen activity should appear throughout the Part 3 analysis work.

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. There is no need to carry out or refer to fitness testing.

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 benefited two recent 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 benefited two recent 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 two recent performances.
 - If an aspect of choreography is chosen, reference can be made to how choreographed movement benefited two recent performances.

In choosing these strengths, learners **must fully justify each of** their choices, referring to the impact and benefit they provided in two recent, fully competitive performances. Each strength should be justified in relation to two recent 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 two recent 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 has hindered two recent 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 two recent performances.
 - If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected two recent performances.

In choosing these weaknesses, learners must justify their choices, referring to how two recent competitive performances have been negatively affected. Each weakness should be justified in relation to two recent 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** personalised justification of an appropriate training type to improve the fitness weakness
- a full description of **one** training session (not several training sessions) that provides an example of what could be used for the performer, including calculated and personally justified intensity (this should be one training session and not a series of training sessions; learners should consider personal safety needs within their single training session)
- 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 theoretical content 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 this theoretical specification content 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 as a result of personally applying the theory.

Learners will not be assessed on whether improvement actually occurs and do not need to undertake the training.

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). Teachers should follow up-to-date guidance on how to conduct NEA work as available on the [JCQ website](#). Any use of artificial intelligence (AI) must be acknowledged and referenced appropriately – see our [Notes and guidance: Artificial intelligence guidance](#).

Written work

- It is preferable that written work is typed.
- Written work can be completed in stages and outside of lesson time – e.g. 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 supporting notes to their verbal interview such as flash 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 their 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*](#) provides 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.

There are 15 marks available for the analysis and 10 marks 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 five shaded boxes, a 'best fit' mark can be awarded that reflects the average across the five boxes.

It is good practice to print and attach the assessment grids to the learner's work.

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 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 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 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, 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

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, e.g. '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. Contact your exams officer to gain access to [Centre Services](#) and subsequently the T-OLS area of the AQA website.

NEA 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 do not have an assigned adviser, please contact eos@aqa.org.uk

Special requirements/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. Each learner will have specific individual needs. Centres will need to look at the skills and competencies required for their chosen activity and consider how it might be adapted to allow the learner to access it. If there is a particular skill that the learner cannot be assessed in, the centre will need to outline alternative skills, of comparable standard and demand, that could be assessed. These alternatives must be based on what an individual with that disability could reasonably be expected to demonstrate within the activity and not be tailored to the learner's individual level of capability.

Centres can contact their NEA adviser to discuss this, and they may also wish to consider the guidance from NGBs or other external parties such as instructors or sport providers in relation to suitable adaptations.

Each request will be considered on an individual basis and we aim to approve any adaptations that enable the learner to access the activity and demonstrate their abilities. Adapted activities must be approved by AQA before they can be accepted for assessment.

All proposals for adaptations should be submitted to your NEA adviser. We will then be able to discuss your proposal with you.

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 (CAP) 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 centres 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, i.e. before marks are submitted to AQA.

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 Centre Services .
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 Centre Services .
	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 Centre Services .
	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 Centre Services .
After mark submission and before moderation	The learner 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. 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 on to 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.
- Centres operating in a consortium with joint teaching arrangements for PE must notify AQA by applying through the JCQ 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 in line with JCQ requirements. This is a JCQ requirement and not part of the AQA moderation process. Obligations relating to sharing centre marks can be found in the JCQ [Notice to Centres – Informing candidates of their centre-assessed marks](#).
- Centre completes the 'PE centre marks and moderation spreadsheet' with:
 - centre name and number
 - name of moderator and agreed visit date
 - four-digit candidate numbers and names of all the learners being entered for the qualification that year.

Also, for each learner listed, include:

- 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
- how evidence is to be presented for moderation – e.g. live, AV etc.
- where applicable, a mark status (for example 'parental interest' (PAR), when a parent or carer of a learner has been involved in the assessment of their work).

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

AQA GCSE Physical Education (592) - June 2026 exam series (266G)																	Centre marks					Sample																													
Centre number(s)																	Email the completed spreadsheet to CentreMarks@aqa.org.uk and your moderator										Total entry					Min selected					No														
Centre name(s)																											No of absent					1					Max selected					No									
Name of moderator																											No of zeros					0					No in sample (S)					0 of 9									
Moderation method																											No of carry forward					1					No of PARs					0									
Centre mark submission deadline																											Working population					9					Sample OK					Yes									

- 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 no later than **two working weeks** prior to the arranged moderation visit. Please note that Easter holidays do not count as 'working weeks'.
- 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
- Using the spreadsheet, the moderator indicates with an 'S' the sample of learners for moderation. The sample will normally 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 activity will be indicated alongside the sample (S) on the spreadsheet – e.g. 'S' and '2' indicates the learner is in the sample and their second activity listed on the spreadsheet is the one being moderated.
- If you have any learners indicated by a 'PAR' (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 week's notice** prior to the visit.
- Moderators visit centres to carry out moderation.
- 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 (e.g. 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 and hydration during the elements of the moderation visit
- make an audio-visual recording of the performances seen live during moderation – this will need to be encrypted as per AQA instructions
- 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 *Candidate 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 – if this is not possible, 5 working days are given to send the encrypted audio-visual evidence to the moderator.

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

August

- Results are issued and a feedback form about the 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.

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 provide audio-visual evidence (**downloaded; no links**) of 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 (it is acceptable to split Parts 1 and 2 for an activity; this would allow learners to rest after Part 1, before commencing Part 2 later on in the moderation day)
- 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 (e.g. 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 **(downloaded; no links)**.

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 five working days.

The moderator will retain the encrypted 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 may be moderated at the visit. However, this work must be available on the day so that the moderator can moderate and/or 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 *Candidate 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 have 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 guidelines below to ensure sufficient quality.

- Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back.
- Position the camera to ensure that the best possible and unobstructed recording is made of the sampled learners' performance, as the marker/moderator would see it. There is no need to video other learners present who are not part of the selected sample.
- Ensure that audio-visual evidence clearly shows 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, candidate number and name, qualification (i.e. GCSE Physical Education) and 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 (e.g. in rowing, downhill skiing, cross country etc.), built footage can be used. Further guidance is provided in the section titled 'Using built footage' (page 26).
- Do not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Keep the learner in shot where possible, but evidence may include aspects when the performer is out of shot, for example in a team game where play moves away from the player.
- Keep extraneous noise to a minimum.
- Do not film the learner from a 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 of all audio-visual work obtained for moderation purposes. This is in case of breakage or loss in the post or if files become corrupted.

Acceptable file types and media

We can only accept files that play correctly on standard Windows computers. 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
- portable storage device, e.g. terabyte box.

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

- Blu-ray or HD-DVD
- DVD-VCD, DVD-MP3, Mini-DVD, DVD±R, DVD±RW
- CD±R or CD±RW
- memory cards (e.g. SD, Micro SD, XD, Compact Flash cards)
- tapes (e.g. VHS cassette, MiniDV)
- files stored on cloud storage systems (e.g. Google Drive, OneDrive, iCloud)
- online media-playing channels (e.g. YouTube)
- links to online providers (e.g. Veo equiv.)

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. If centres are unable to facilitate the accepted media formats, please contact AQA.

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

- centre number and name
- qualification and component code (GCSE PE 8582/C)
- date
- learner details included in the footage.

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 file types 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 can 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), the learner should complete a **commentary timeline**. This is not necessary in activities where performance is sustained and regular, such as table tennis. However, when performance involvement is more sporadic, for example in team games, a commentary timeline should indicate the time at which the learner demonstrated 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 1v1
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-game 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 table below provides 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 recognises there is sufficient range of skills/tactics repeated to support the mark awarded OR there is evidence from half of one game and a different half from another.
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 recognises 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 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 centre recognises there is sufficient range of skills/tactics repeated across these to support the mark awarded.
Hockey goalkeeper	Across three games, the learner plays the full 70 minutes. The footage captures the whole game, apart from the first 5 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 only acceptable for activities where a static camera could not be placed and accurately capture appropriate evidence.

Therefore, built footage is only acceptable in the following activities:

- 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 (including natural breaks in play that do not need to be filmed)
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 do not need to be filmed. 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. Half time/team talks do not need to be filmed.
Athletics	Centre may edit out time between runs/jumps/throws as long as all attempts from that competition are shown.

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Badminton	Footage should show the learner, shuttle flight, the whole playing area and the opponent(s). Officials do not need to be present, but self-officiating must allow correct rules/scoring systems to be adhered to and be clearly visible/audible 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. Half time/team talks do not need to be filmed.
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.
Canoeing	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. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.
Cricket	Batting: complete innings unedited – camera can be turned off when they are out. Bowling: only film the overs that the learner bowls. Fielding: use the commentary timeline to identify all learner involvement in play. Fielding should be unedited, but stops in play (e.g. for drinks) can be edited out. For batting/bowling ensure the best angle of footage which shows the outcome of the skill being executed. A copy of the scorebook should accompany footage. Cannot be indoor cricket or net practice (although these can be used for Part 1 evidence).

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Cycling	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. Multiple cameras may be used to film one event linking the full race distance in order to build the footage. Use the commentary timeline to identify all learner involvement in their races.
Dance	Must be performed in front of an audience. If the learner is also entered for GCSE Dance, 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.
Diving	Centre may edit out time between dives but must show all dives from the event. Six/five dives from across two competitions. Either: three from List A and three/two from List B. Or: six/five from List A (will restrict marks). Tariff information must be provided.
Equestrian	Multiple cameras may be used to film one event linking the full course to build footage. There must be evidence of the competitive environment. Scoring sheet required. Use the commentary timeline to identify all learner involvement in the event.
Figure skating	Routines should be filmed in their full entirety. Should be performed in front of an audience. Judging must be evident.
Futsal	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.

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Gaelic 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.
Golf	Complete round footage required (minimum 9 holes), unless match play. Camera can be stopped between holes. 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 while the learner is walking to the ball until the shot is being played. It can be individual playing against par (lowest level of competition) or direct opponents.
Gymnastics	All performances have to be from a competitive context where judging clearly takes place. Tariff information of the routine must be provided.
Handball	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. Half time/team talks do not need to be filmed.
Hockey	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. Mixed hockey is permitted as long as 11 v 11. Cannot be indoor hockey. Half time/team talks do not need to be filmed.
Hurling	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. Half time/team talks do not need to be filmed.

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Ice hockey	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 must be able to be viewed Half time/team talks do not need to be filmed.
Inline roller hockey	Unedited footage: use the commentary timeline to identify all learner involvement in play. Official(s) should be present. 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. Half time/team talks do not need to be filmed.
Kayaking	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. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.
Lacrosse	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. Half time/team talks do not need to be filmed.
Netball	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. Quarter time/team talks do not need to be filmed.
Rock climbing	Must be from either a formal or competitive setting. Must provide evidence of the difficulty rating of the climb (French sport classification).

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Rowing	NGB-approved distances only. For longer distances, multiple cameras may be used to show one built race in full.
Rugby league	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/kicking etc. must be able to be viewed. Half time/team talks do not need to be filmed.
Rugby union	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/kicking etc. must be able to be viewed. Half time/team talks do not need to be filmed.
Sailing	Learners should be involved in a competitive sailing event. Footage should be taken from wherever is possible to view the sailor, e.g. from shore/support boat etc. Performance is in the role of the 'helm' only
Sculling	Learners should perform in a fully competitive race over a distance of 1000 m or more, demonstrating the skills appropriate to their chosen race. Both fixed or moving seats are acceptable. For longer distances multiple cameras may be used to show one built race footage in full.
Skiing	Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage. Performer identification required before commencing/after finishing race. Cross-country skiing not permitted.
Snowboarding	Performer identification required before commencing/after finishing event. Race evidence, not freestyle. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.

Activity	Footage requirements/guidance (including natural breaks in play that do not need to be filmed)
Squash	Footage should show the learner, ball movement, the whole playing area and the opponent. Learners must play to the correct scoring system.
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 self-officiating must allow correct rules/scoring systems to be adhered to. Indoor competitive footage is acceptable. Rests between games do not need to be filmed.
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. Half time/team talks do not need to be filmed.
Water polo	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. 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, e.g. from shore/support boat etc.

General advice about filming

Often height above the performance area can provide a better angle, e.g. 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: a BMX race being filmed from both sides of the track, a 200 m 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 (e.g. battery needed changing) or the person filming arrives 5 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 remember that the learner needs to provide evidence of the outcome of the pass, shot etc.

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