Non-examined assessment continues to play a significant role in the new 1–9 GCSEs, albeit not the 60% that many have been able to rely on in the past to provide their students with a springboard to success. And, with the opportunity to ‘game’ practical marks significantly reduced, getting the practical assessment right will be imperative for centres moving forwards.

If all you have known is the legacy moderation experience this ‘brave new world’ is going to take some adjusting to, although schools with experience of moderating the new AS Level PE this year will note some familiarities.

Help with the transition

Two new videos and accompanying guidance, freely available to everyone who has access to AQA GCSE Physical Education Kerboodle and Edexcel GCSE Physical Education Kerboodle, are designed to help you make the transition.

When marking practical performances, it is critical to look at technique, result, accuracy, consistency and the level of challenge placed on candidates. This is because moderators will want to see higher-band candidates stretched in a performance context, and it means you need to build progression into your assessment activities.

The videos illustrate how each core skill can be demonstrated in isolation and then quickly developed with the addition of conditions (often by adding opponents in different forms), thus increasing the demands on candidates. Taking each core skill in turn, and making it clear which skill or skills each activity focuses on, ensures the moderator is shown exactly what the specification requires. Some skills may be demonstrated in more than one activity (for example, tackling in football may be shown in activities that primarily focus on dribbling and passing), but a logical approach introduces clarity and will make marking and moderation easier. Planning carefully in advance also allows you to focus on the skills that candidates are stronger in. For example, the Edexcel specification requires candidates playing football to demonstrate four of the skills from a longer list and moderation experience tells me that candidates are generally better at shooting than, for example, heading.

Learning from the new AS Level specifications

The new AS Level specifications, which have similar expectations around moderation to the new 9–1 GCSE specifications, were assessed for the first time this summer. As a moderator for the new AS Level specifications I have observed a number of things this year which I share with you in the hope that they will help you avoid making errors that will have a costly impact at the time of awarding the first 9–1 GCSEs next year.

Have I got the right selection of live activities and DVD evidence for each candidate?

Teachers should keep a record of, not only the activities each candidate is doing, but also the aspects they are submitting live and the aspects they are submitting via DVD. An example is captured below.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Individual activity</th>
<th>Team activity</th>
<th>Open activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Candidate</td>
<td>Golf</td>
<td>Cricket</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Skills in isolation and conditioned practices</td>
<td>DVD DONE</td>
<td>LIVE</td>
</tr>
<tr>
<td></td>
<td>Full context</td>
<td>AWAITING DVD</td>
<td>DVD DONE</td>
</tr>
</tbody>
</table>

By Jason Rhodes
I also recommend you practice filming activities throughout the course. You won’t always use the resulting films for evidence but you will help students become used to being filmed and you will become more adept at the technical side of filming. Racket sports are notorious for being filmed poorly, with the moderator unable to see the result of the shot played, but practice should help you avoid problems like this. Summer sports also often provide limited opportunities to gather evidence, so the more you have the better.

**Have I had a run through of the live activities and have I checked all the DVD evidence to ensure that it reflects the mark awarded?**

There is nothing worse when being shown DVD evidence that the teacher is also looking at for the first time. It doesn’t provide the moderator with the confidence that assessment has taken place correctly in the centre, and centres often struggle to explain how they have awarded the mark. DVD evidence should always support the mark awarded.

Similarly, running through the live activities before moderation day helps things run more smoothly and will put you and your students more at ease.

**Have I made it clear to the moderator which skill is being demonstrated in isolation or through a conditioned practice?**

I suggest you provide the moderator with a list of the activities, with who is being assessed and what is being assessed clearly marked.

**The big challenge... has the moderator seen enough?**

With moderators unable to offer much feedback, you will have to determine when you have shown the moderator enough for them to be able to make a judgement. A good guide is to ask yourself the following question, ‘As a teacher have I have seen enough to give it a mark?’ If you have seen enough, then the moderator has probably seen enough too. If you think candidates are struggling to demonstrate what you need to see, then you need to think about how you can manipulate an activity on the spot to give them the best chance of success.

**Looking ahead**

The first time the new specifications are moderated will be challenging, but you can make the process easier, for you and for your students, by planning ahead. I recommend getting together as a department and discussing the material your awarding body has provided to help you with moderation and to guide the standardisation process, and using this information to help you think about how you will mark your students’ practical performances and how you will get the most out of the moderation process.

Best wishes

Jason Rhodes

Experienced moderator, Physical Education Advisor, Education Durham

For more help creating effective moderation sessions, watch our new GCSE PE Practical Performance videos on Kerboodle.